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ABSTRACT

This publication presents state guidelines for the physical education departments of elementary and secondary schools in Missouri. The following areas are covered: (1) administrative areas and concerns; (2) program implementation; (3) criteria for identification of exemplary programs; (4) available resource materials; and (5) scope and sequence of curriculum for kindergarten through high school. Publications and resources are listed and the Missouri physical education program assessment instrument is appended. (JD)

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Physical Education Competencies and Key Skills for Missouri Schools

Grades K-8 and High School

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Overview

American youth failed to pass minimal fitness tests 40 years ago, and 1987 reports unfortunately indicate that no significant improvements have been made. One of the main purposes of this guide, therefore, is to address the need to improve the fitness and health of youth in Missouri and the nation. Strong physical education programs must be implemented in Missouri schools if there is to be significant improvement in health and fitness of our youth.

Evidence shows that individuals can attain and maintain good health and fitness if they develop a lifestyle that includes regular and vigorous physical activity, good nutrition, a healthy body weight, flexibility and proper muscle strength in the several muscle groups. Individuals must develop methods of handling stress and should have a repertoire of sports and other lifetime activities for effective use of leisure time. Freedom from substance abuse is another must. Physical education programs in Missouri's schools are the most logical places to assure development of good health and fitness attitudes. Home activities and well-planned community recreational programs for all ages will aid in this development.

An appreciation for physical activity and an understanding of the benefits should begin early in life and continue through the school years and into adulthood. A comprehensive physical education program under a qualified instructor in the early years of school can provide the knowledge, the skill development, applied activities and a planned program for life.

The physical education program, as an integral part of the school district's total curriculum, must be comprehensive and meet the physical, mental and social developmental needs of students at each grade level. Instructional objectives should be clearly stated in behavioral terms and should be included in the school's instructional management system. All students must be provided the opportunity to attain mastery on each objective or key skill.

Physical education should be more than just health, fitness and sports. A creditable physical education program should have 95 percent of the students who enjoy physical activity; who meet or exceed a recommended level of fitness for their age group; who have healthy body compositions or are actively improving them; who have attained or are working on balance, coordination, flexibility, strength and endurance; and who apply what they have learned in physical education classes to their lives outside the school. In addition, the program should promote and develop positive self images, leadership capabilities and abilities to work, play and get along with others.

Each school district should develop a K-12 physical education program using the basic competencies and key skills in this publication. After the physical education curriculum has been developed by the faculty and staff and has been approved by the school board, it becomes the teacher's responsibility to use a variety of methods and techniques to teach those competencies and key skills in an effective manner. The physical education curriculum should be reviewed at the beginning of each school year, and an indepth revision should be done every three years.

Physical education, as a part of the state's program for excellence in education, should no longer follow the one-grade-at-a-time approach. Instead, students and parents should be kept informed of skills mastered and the work still needed for acceptable performance. Unmastered key skills should follow the student in his/her cumulative record from one grade to the next.

Overemphasis of any particular sport or activity is not desirable when developing the physical education curriculum. A broad range of activities that will help students attain success on the district's competencies and key skills should be provided. The most powerful motivational device in education and especially in physical education is success.

It is the responsibility of each physical education teacher to make sure that every one of their students masters the physical fitness and activity key skills your district has determined for each grade level. In the end, a true measure of a productive program is seeing students utilize these skills in real life outside the regular school day.

The Curriculum

The following are general descriptions of the approaches which should be used in developing the elementary, middle school/junior high and high school physical education curriculum.

Elementary Curriculum

The elementary school program should emphasize personal development in basic movement skills, rhythms/dance, physical fitness and introductory skills for various sports and lifetime activities. An understanding of basic body structure and function, physical development, social skills appropriate for participation and the role of exercise and vigorous activity in achieving health and well-being should be developed. Elimination-type games, activities with high levels of risk, low-organized games, highly competitive games and team sports should be minimized. Every effort should be made to assure the application of these skills in real life activities and to encourage their incorporation into the student's belief system as early as possible.

Middle School/Junior High Curriculum

The middle school/junior high program should emphasize personal development in physical fitness, gymnastics, rhythmical/dance activities, individual activities, team and lifetime sports and aquatic activities. An understanding of body composition, nutrition, physical and cardiovascular performance, flexibility and stress management should be included in the cognitive aspects of the program. The physical education program must not be used to provide practice experiences for interscholastic athletic programs.

High School Curriculum

The high school program should emphasize skill development in a wide range of lifetime activities, a personalized program of physical fitness and an understanding of the role of vigorous and regular physical activity. Opportunities for participation in a variety of activities should be offered, including lifetime, team, outdoor and recreational activities. Elective courses should be available at the secondary level for those who have completed basic physical education graduation requirement and wish to further pursue specific needs and interests. These elective courses should be cooperatively planned by the teachers and students to assure a meaningful course of study. Athletic team practice and competition should be conducted outside the regular school instructional day, not during regular physical education periods. Each student should be required to demonstrate a good state of health and physical fitness before graduating from high school.

Administrative Guidelines

Introduction

It is the responsibility of the school district to assure that all students are provided with a quality physical education program based upon a required set of well planned competencies and key skills. Students who cannot participate in the regular physical education class due to a handicap or health problem must be provided adapted programs. Every student is expected to develop his/her body commensurate with his/her physical and mental capabilities. It is the responsibility of the teacher to provide quality instruction directly related to state and local physical education competencies and key skills.

Each district should develop written guidelines, policies and procedures which will assure the implementation of effective methods of instruction. The implementation of these written guidelines, policies and procedures can be accomplished when the board of education, administrators, teachers, parents and students work together cooperatively and are guided by the principles of instructional management and mastery learning.

The quality of the program can best be measured by how well each student meets the expected competencies and key skills.

Administrative Areas and Concerns

The following areas and concerns should be addressed appropriately by districts desiring to establish and maintain a satisfactory physical education program.

Appropriate Dress

Students and teachers should be appropriately dressed for the types of activities being conducted in the physical education class. Concern for appearance, freedom and quality of movement, personal hygiene and safety should influence the type of attire worn. Soft soled shoes are recommended. Parents should be notified of the school district's policy on appropriate dress.

Emergency Care

Each school district should have a written policy for emergency care. All physical education teachers should be required to have training in first aid and cardiopulmonary resuscitation. Teachers should follow the district's emergency care policy and see that strict hygienic practices are followed to prevent possible infections and/or transmission of disease.

Instructional Personnel

Physical education must be taught by certificated physical education teachers. Teachers with a baccalaureate degree should be actively pursuing a masters degree in physical education or a program of professional development which will improve teaching competence.

Enrollment, Time Allotment, Credit

- Elementary

  All elementary school age children must be enrolled in physical education. A daily program of 150 minutes a week is recommended for elementary students. Time allotments must be at least that required for classification and accreditation.

- Junior High

  A daily program of 45-55 minutes of physical education for junior high school students is recommended. Time allotment and credit must be at least that required for classification and accreditation.

- High School

  All students graduating from high school must earn at least one unit of credit in physical education. The minimum time requirement for one unit is 6900 minutes and may be earned in a daily program for one year or an alternate day program for two years. Summer physical education classes cannot be offered for credit unless the class meets 150 hours and follows the schools regular required physical education program. Time allotment and credit must be at least that required for classification and accreditation.

- Exemptions

  A student who cannot participate in regular physical education activities shall be provided an adaptive program of instruction which meet the needs of the individual and time allotment.

  Exemptions may not be given for students enrolled in health courses or participating in athletic, band, ROTC or other related activities.

Adapted Physical Education

Activities normally offered in the program should be modified and adjusted to meet the needs of students with disabling conditions whether the conditions are temporary or permanent.

When necessary, medical opinion and exercise prescriptions should be sought to protect the individual's well being. Special considerations in task presentation, task sequencing, equipment modification, rules and modifications and safety procedures are necessary to design appropriate and challenging learning experiences. Optimal levels of involvement and achievement should be encouraged for all special needs students.

Excuses: Absense and/or Participation

Students may be excused temporarily from the activity portion of physical education only on the basis of a written statement from a parent, guardian or physician. This excuse is temporary and is not to include more than one week for the school year. Students absent from class due to illness and/or not participating in class activities for more than one week should be requested to obtain a written statement from a licensed physician.

An adapted physical education program shall be provided for students with a physician's excuse. The physician's excuse should specify the activities to be excluded and the period of exclusion for those activities. Each district should develop and provide an appropriate form for such statements.

Inservice Training

School districts should require annual attendance of all physical education teachers in physical education inservice training and workshops provided by the district, teacher training institutions and/or professional organizations.

Safety and Accident Reporting

Safety must be a primary concern of the teacher in all activities. District guidelines for reporting accidents should be established so that follow-up can be instituted to eliminate the causes of accidents and prevent future occurrence. All physical education teachers should be required to have training in cardiopulmonary resuscitation and first aid. Water safety training and certification should be required of all teachers instructing in aquatics.

Unapproved Activities and Equipment

Careful consideration and planning must go into the implementation of a safe and educationally sound program.

School districts should prohibit boxing in the regular physical education program. Any game or activity in which an object or ball that could cause injury is required to be thrown with the purpose of hitting another student, such as bombardment and "battle ball", should be prohibited by local school district.

Dodge ball-type games and activities using soft rubber playground balls or fluff balls should be restricted to the elementary program.

Trampolines and mini-tramps are not recommended. Schools having such equipment should make certain 1) the teacher is qualified in the safe use of the equipment, 2) it is used only under the direct supervision of the teacher, 3) it is kept in a secure place and/or locked when not being used and 4) students, teacher(s) and school district are covered by insurance.

Substitute Teachers

Every effort should be made by local schools to secure substitute teachers for physical education classes who have physical education teacher certification. Substitute teachers should be directed to conduct only activities that can be carried out within their expertise and in a safe manner. A written lesson plan should be required for the substitute teacher.

Teaching Load

Teaching loads at all levels must conform with the standards for classifying and accrediting schools.

Implementation

The responsibility for implementation of an effective physical education curriculum rests with the local district. Administrators and faculty members need to adopt a positive additude in support of the program. Local districts and schools must provide an adequate number of qualified teachers, ample facilities, equipment, updated instructional materials and other support services for the program. Planning and sound decision making needs to occur in order to implement a well-balanced, sequential program. Periodic evaluation of the program should make certain that a well-balanced program is being provided and that no activity receives a disproportionate share of the instructional time.

School districts can request assistance at no cost in development and implementation of a well-balanced, sequential program by contacting the following: 1) Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102 or 2) Missouri Association for Health, Physical Education, Recreation and Dance.

Evaluation of Competencies

In the evaluation process, careful consideration should be given to two matters: (1) the testing in health related fitness areas, and (2) the problem of partial or non-mastery of competencies.

In the health related fitness area, care should be taken to evaluate and monitor expected student outcomes after students have been in the program for a period of time and to use acceptable testing procedures. The evaluation criteria should be used with care for those students who have a low degree of success so as not to discourage students. The scheduling of additional time on task is necessary for students not mastering key skills in the regular time frame. Individualized instruction should be provided for those students not mastering basic competencies and key skills. An indepth assessment of an individual's physical education needs must be completed prior to placement in an adaptive physical education program.

Local school districts need to develop a mastery learning approach in physical education.

Program Assessment

Program assessment should be conducted at the end of each year. It should be completed by each physical education teacher for their school(s). The goal of program evaluation should be to maintain exemplary features of the program and to improve those aspects of the program that are not exemplary. A twenty-five (25) item checklist is included as an appendix to these guidelines to assist in program assessment.

Criteria for the Identification of Exemplary Programs

School boards, administrators, teachers, parents and students need to know what constitutes a quality physical education program and evaluate their existing program on an annual basis. The following 20 general standards are considered by professional physical educators to be essential for determining the degree an exemplary physical education program is in place and what should be done to attain the best program possible. Local districts should use these criteria and the assessment instrument found in the appendix of this publication in regular annual program reviews.

1. The School district has a printed K-12 Physical Education Curriculum Guide that includes:
   a. Policies and procedures regarding the organization and administration of the program
   b. A scope and sequence chart of the areas of instruction by grade level
   c. The competencies and learner outcomes for each grade covering cognitive, psychomotor and affective student performance are clearly stated.
2. The district's guide provides numerous suggested activities and resources directly related to the competencies and key skills.
3. The Curriculum Guide and all activities taught in physical education classes have been approved by the local Board of Education.
4. A formal plan has been implemented to review, evaluate and update the curriculum guide on a regular basis.
5. All faculty teaching in the physical education program hold a valid Missouri teaching certificate in physical education for the educational level(s) in which they teach.
6. All faculty teaching in the physical education program have within the past three years attended a physical education workshop, conference/convention and/or completed a graduate physical education course. (Coaching clinics and workshops do not qualify.)
7. The average class size per teacher in physical education is equivalent to the average class size per teacher in other instructional areas.
8. Elementary school students attend a physical education class for a minimum of 90 minutes per week.
9. Secondary school students attend a physical education class that meets the AAA classification Standards for time allotment and is similar in length of time to classes in other subject areas.
10. Students are not excused from the physical education instructional class because of participation in athletics, band, ROTC and other similar activities.
11. Adaptive physical education is provided for students who need special instruction or cannot participate in the regular physical education program due to a handicapping condition.
12. At the senior high level, at least 50% of the students in grades 10, 11 and 12 who have completed the state graduation requirement in physical education are enrolled in an elective class in physical education.
13. All physical education students are tested each year for the status of health-related physical fitness and the results and suggestions for improvement in needed areas are reported to parents/guardians.
14. Greater than 60% of the students enrolled in physical education have an average percentile rank of 50 or higher in the AAHPERD Health-Related Fitness Test. If another type of physical fitness test is given, at least 60% of the students enrolled in physical education must be at the average or above levels.
15. Students receive a grade for the physical education class based on objective measures of achievement and improvement and a report on the objectives mastered and not mastered.

16. At least 80% of the students enrolled in physical education complete all of the State of Missouri key skills statements for the skills/knowledges at each grade level in this publication.
17. Male teachers in the program have less than 26% body fat and female teachers have less than 28% body fat.
18. All physical education teachers should exemplify good health and have an acceptable level of cardiovascular fitness, as measured by the Missouri Fitness Program Step Test or another approved measure. Teachers under medical care for cardiovascular diseases are exempt but should be in a rehabilitation program.
19. All teachers are non-users of tobacco products.
20. All physical education teachers hold current membership in a physical education professional organization, such as MAHPERD and AAHPERD.

Resource Material

A variety of learning resource materials is available for use in the physical education instructional program. To meet the instructional needs of teachers and learning needs of students, information to be learned should be presented from a varied selection of media. Living in an information society, physical educators must be able to use current technology and resources to insure that their students have access to the best equipment, video and computer programs available.

Instructional planning must consider the variety of learning materials available for use in the program. Efforts should be made to identify the specific types of learning materials available from all sources for each specific area of learning activities included in the program. Once the learning materials are identified, decision for the use of the materials will be made on the basis of cost, efficiency of use, effectiveness in meeting objectives and compatibility with existing resources. Instructional planning must include the ways in which the learning materials will be implemented in the class setting. Factors to consider include how the material will be distributed, utilized by the students and maintained properly.

Various types of learning materials to be used by students include teacher-constructed handouts, commercial learning packets, textbooks, activity books, computer programs, films, loop films, charts, audiocassette tapes, and videotapes. In addition to the use of similar information by teachers, it is important to specifically mention current materials that are available for use by teachers.

To implement the physical fitness competencies listed at each grade level in this guide, the physical education teacher should have a copy of both the AAHPERD Health-Related Fitness Test Manual and the AAHPERD Youth Physical Fitness Manual.

A good resource for getting a basic understanding of the various cognitive concepts relating to the body of knowledge in physical education can be found in the *Basic Stuff Series* published by AAHPERD. The nine books included in this series provide information on concepts in each of the sub-disciplines of physical education and provide examples of how learning experiences can be designed to teach the concepts to students at each educational level.

The Department of Conservation has excellent materials on lifetime outdoor instructional programs. A resource guide to the Department of Conservation's materials is a supplement to this publication. They have skills specialists who can provide direct assistance to local school districts. See Page 41.

Missouri Physical Education Scope and Sequence Chart for Kindergarten through High School

Competency Areas	K-3	4	5	6	7	8	HS
I. *Aquatics*							
Drownproofing Skills				I	E	E	R
Stroke Skills				I	E	E	R
Lifesaving Skills							I
Water Sports						I	E
II. *Body and Spatial Awareness*	I-E						
III. *Developmental Games/Activities*							
Individual and Partner Activities	I-E	R	R				
Small Group Games/Relays	I-E	R	R				
Whole Class Games	I-E	R	R				
Lead-Up Games	I	E	E	E			
IV. *Fundamental Movement Skills*							
Locomotor	I-E						
Non-Locomotor	I-E						
Balance	I-E						
Manipulative	I-E						
V. *Gymnastics*							
Tumbling Skills	I	E	E	E	R	R	R
Apparatus Skills	I	E	E	E	R	R	R
VI. *Personal Fitness/Health Lifestyle*							
Body Composition	I-R	E	E	E	E	E	R
Cardio-Respiratory	I-E	E	E	E	E	E	E
Flexibility	I-R	E	E	E	E	E	E
Strength	I-R	E	E	E	E	E	E
VII. *Rhythms and Dance*							
Rhythmical Activities	I-E	R	R	R			
Creative/Interpretive	I	R	R	R	R	R	E
Folk	I	E	E	E			
Social				I	E	E	R
Square		I	E	E	R	R	R
VIII. *Sports and Lifetime Activity Skills*							
Team		I	R	E	E	E	R
Individual and Dual		I	R	R	E	E	E
Outdoor		I	R	E	E	E	E

Key: I - Introduction
E - Emphasis
R - Reinforce

*The competencies are presented sequentially and may be offered earlier or later depending on the experience of the students involved and the facilities available.

Kindergarten

Aquatics (Competency Area I) and Sports and Lifetime Activity Skills (Competency VIII) are not presented at this grade level but may be introduced at the discretion of the local school district.

COMPETENCY II. Body and Spatial Awareness

Demonstrate knowledge of body awareness and the body's relationship to space.

The student will:

1. Identify at least the following major body parts: head, eyes, nose, ears, toes, feet, stomach, arms and back.
2. Touch and/or move the above listed body parts with no more than one hesitation.
3. Respond appropriately to right and left concepts with one's own body.
4. Utilize play activities to learn how body parts are connected to each other.
5. Demonstrate spatial awareness through imaginary activities such as play acting and the over and under concept.
6. Demonstrate comprehension of space in relation to personal space.
7. Perform simple geometric patterns such as lines, circles and squares when given verbal directions.

COMPETENCY III: Developmental Games/Activities

Demonstrate proficiency in the application of movement, knowledge and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills and knowledge of the rules as they apply to low-organized games involving a single locomotor pattern, e.g., "Marching Ponies," "Firefighters," and "Red Light, Green Light."
2. Cooperate effectively with partners and small groups to accomplish an assigned task or to achieve a goal during games and activities such as "Mother May I?" parachute activities, and simple partner stunts.

COMPETENCY IV: Fundamental Movement Skills

Exhibit knowledge and demonstrates skills in locomotor, nonlocomotor, balance, and manipulative activities.

The student will:

1. Perform the skills of running, hopping, leaping, sliding, galloping, jumping and stepping while utilizing proper foot placement as well as arm action. For example: hop on each foot; run and leap, using each leg as the lead leg; slide in both directions; and change directions and speed in locomotor patterns.
2. Demonstrate the ability to push, pull, twist and turn while using an object such as a wand or hoop. Perform individual axial movements such as clapping and stamping to a rhythmic accent.
3. Walk forward, backward and sideways (stepping off no more than once on each task) on an 8 foot balance beam 4 inches wide and approximately 6 inches from the floor. Maintain a stationary position on each foot for 5 seconds with eyes open and on both feet for 10 seconds with eyes closed (feet together, side by side, arms at sides). Walk a distance of 15 feet while balancing a bean bag on the head or other body part.
4. Demonstrate the fundamentals of throwing, catching, striking, jumping, kicking and bouncing while using proper body mechanics, force and direction. For example: throw a bean bag 20 feet using an overhand technique which utilizes a step forward with the leg opposite the throwing arm; catch a ball (8 inches in diameter) thrown with an arch from a distance of 5 feet; kick a slow moving ball (8 inches in diameter) while the student is stationary; perform a two-hand bounce-catch with a ball (10-12 inch diameter) 10 consecutive times; with a partner execute a rhythmic pendulum swing of an 8 foot jump rope; and successfully jump (at least 5 times) a rope that is swung in a rhythmic pendulum motion.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the basic movements associated with gymnastic balance stunts, tumbling and apparatus.

The student will:

1. Be able to perform the following basic stunts and tumbling activities: log roll, inch worm, seal walk, double knee balance and one-leg balance.
2. Demonstrate forward, backward, and sideward movements on a low balance beam.
3. Move with only moderate hesitation on gymnasium apparatus such as vertical ladders, horizontal ladders and horizontal bars, balance beams, climbing ropes and poles, rings and vaulting boxes.
6. Demonstrate basic exercises and know that exercises such as sit-ups, trunk extensions, and calf raises develop muscle strength and endurance.
7. Know why and how living conditions can affect one personally.
8. Recognize exercise as a component of healthful living.
9. Exhibit application of proper safety practices during learning activities and free play.
10. Exhibit verbal and physical expressions of enthusiasm, joy and satisfaction with learning and participation in psychomotor activities.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's life style.

The student will:

1. Possess basic understanding of a balanced diet.
2. Know the basic function and location of the major body parts and organs.
3. Recognize warm-up and cool-down activities and the importance of these activities.
4. Demonstrate an approved level of cardiorespiratory fitness through regular participation in aerobic-type exercises such as jogging and playing vigorous games.
5. Demonstrate an understanding that stretch positions of flexibility exercises must be held 15 to 20 seconds in order to produce desired results.

COMPETENCY VII: Rhythms and Dance Skills

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Respond appropriately to the concept of beat as it applies to music and movement.
2. Demonstrate an acceptable fitness level using introduced rhythmical activities having sufficient endurance and intensity.
3. Create simple movement to music.
4. Learn and perform one singing game to music.

First Grade

Aquatics (Competency Area I) and Sports and Lifetime Activity Skills (Competency VIII) are not presented at this grade level but may be included at the discretion of the local school district.

COMPETENCY II: Body and Spatial Awareness

Demonstrate knowledge of body awareness and the body's relationship to space.

The student will:

1. Identify by touching and moving the following body parts: head, eyes, nose, ears, toes, feet, stomach, arms, back, legs, chin, knees, elbow, wrist, shoulders, chest, ankles and waist. (Allow hesitation on wrist, elbow and shoulders.)
2. Respond appropriately to right and left concepts with one's own body when given oral directions.
3. Learn correct and creative ways to move learned body parts.
4. Move through an obstacle course with varying levels and directions.
4. Walk through simple geometric patterns such as lines, circles and squares.

COMPETENCY III: Developmental Games/Activities

Manifest proficiency in the application of movement, knowledge and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills and knowledge of the rules as they apply to low-organized games involving two locomotor patterns, e.g., "Midnight" and "One, Two, Button My Shoe."
2. Cooperate effectively with partners and small groups to accomplish an assigned task or to achieve a goal during games, activities, and simple partner stunts such as "Squirrel in the Trees" and "Where's My Partner?"

COMPETENCY IV: Fundamental Movement Skills

Exhibit knowledge and demonstrates skills in locomotor, nonlocomotor, balance, and manipulative activities.

The student will:

1. Perform the skills of running, hopping, leaping, sliding, skipping, galloping, jumping and stopping using the elements of time, direction and force. The following are examples of expected learner outcomes:
   a. Display consistent periods of nonsupport in running, knee of nonsupport leg bent more than 90 degrees from side view, foot placement near on-line, arm action in direct opposition to leg action.
   b. Display when skipping a rhythmical (uneven beat) repetition of the step and hop on alternate feet, arms moving in opposition to legs, and a smooth flowing weight transfer.
2. Demonstrate unilateral, bilateral and cross-lateral movements while pushing, pulling, twisting, turning and extending. The following are examples of expected key skills:
   a. Perform jumping jacks and knee-to-elbow touches.
   b. Perform individual and combined axial movements such as clapping and stamping to a rhythmic accent as directed by a teacher or recorded music.
   c. Walk forward, backward and sideways (stepping off no more than once on backward walk and without watching feet or twisting to look behind) on an 8 foot balance beam 4 inches wide and approximately 6 inches from the floor.
   d. Maintain a stationary position on each foot for 10 seconds with eyes open and on both feet for 15 seconds with eyes closed (feet together, side by side, arms at side).
   e. Walk a distance of 20 feet and change direction while balancing a bean bag on the head or other body part.
3. Demonstrate knowledge and execution of throwing, catching, striking, kicking, bouncing and rope jumping while using age appropriate body mechanics, force and direction. The following are examples of expected key skills:
   a. Throw a ball (5 inches in diameter) using an overhand technique which is characterized by a sequential step-turn-throw motion.

b. Perform a two hand dribble with a ball (10-12 inches in diameter) 10 consecutive times.

c. With a teacher, aide, or older child as a partner, turn a rope (at least 9 feet long) ten times.

d. Successfully jump at least 10 consecutive times a rope that is turned in a slow steady rhythm by two other individuals.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and fundamental performance skills required in the movements associated with gymnastic balance stunts, tumbling and apparatus.

The student will:

1. Perform the following basic stunts and tumbling activities: forward roll (squat thrust position), back rocker (knee clasp position), stork stand.
2. Demonstrate forward, backward, and sideward movements using proper body mechanics at a variety of levels on a low balance beam.
3. Move confidently on gymnasium apparatus such as vertical ladders, horizontal ladders and horizontal bars, climbing ropes and poles, rings and vaulting boxes.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health-Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
   a. Demonstrate an improved and or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
   b. Demonstrate an approved level of cardiorespiratory fitness through regular participation in aerobic-type exercises such as jumping rope or jogging.
   c. Demonstrate an improved and or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
   d. Properly execute developmental exercises identified by the instructor. Demonstrate an improved and or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up test.
2. Cite the four basic food groups and give at least two examples of each.
3. Understand the role of the heart in one's health, well-being and physical activity performance and know the effect of exercise on the heart rate.
4. Identify three body locations for feeling the pulse.
5. Utilize the correct form of static stretching when performing flexibility exercises.
6. Identify some components of healthful living and describe several life-style behaviors that are potentially unhealthy and or unsafe.
7. Demonstrate one or more activities that can relieve muscle tension which can cause emotional stress.
8. Apply proper safety practices during learning activities and free play.
9. Exhibit enthusiastic participation in physical activity of choice during opportunities of free play.

COMPETENCY VII: Rhythms and Dance Skills

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Demonstrate the early developmental concepts of beat, count and mood as it applies to music and movement.
2. Perform elementary rhythmical activities with sufficient endurance to show an acceptable fitness level.
3. Perform one combination of locomotor and nonlocomotor movements to music.
4. Perform three singing games.

Second Grade

Aquatics (Competency Area I) and Sports and Lifetime Activity Skills (Competency VIII) are not presented at this grade level but may be included at the discretion of the local school district.

COMPETENCY II: Body and Spatial Awareness

Demonstrate knowledge of body awareness and the body's relationship to space.

The student will:

1. Touch or move the following body parts with 100% accuracy: head, eyes, nose, ears, toes, feet, abdomen, arms, back, fingers, legs, chin, elbow, wrist, knees, hips, shoulders, chest, ankles and waist.
2. Identify right and left with one's own body parts and on others.
3. Recognize correct body form in movement of body parts.
4. Move through an obstacle course with varying levels and directions with some speed and force changes.
5. Walk through geometric patterns without visual aids or cues.

COMPETENCY III: Developmental Games/Activities

Demonstrate proficiency in the application of movement, knowledge and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills and knowledge of the rules as they apply to low-organized games involving both locomotor and manipulative motor patterns, e.g., "Bottle Bat Ball," "Line-Up Kickball," and "Leap the Brook."
2. Perform cooperatively with a partner and in a small group to accomplish an assigned task or to achieve a goal during games, activities, and simple stunts such as "Change Sides," and parachute manipulation.

COMPETENCY IV: Fundamental Movement Skills

Exhibits knowledge and demonstrates skills in locomotor, nonlocomotor, balance, and manipulative activities.

The student will:

1. Perform correctly the skills of running, hopping, leaping, sliding, skipping, galloping, jumping and stopping using the elements of time, direction and force while exhibiting body control. The following are examples of expected key skills:
   a. Maintain a correct running pattern while pacing a prescribed distance.
   b. Perform combined locomotor patterns such as run and stop or leap and fall.
   c. Demonstrate efficient change of direction and change of speed.
   d. Demonstrate the ability to push, pull, turn, twist, flex, extend, lift, pivot, dodge and swing while using arms and legs simultaneously and in alternation.
   e. Perform individual and combined axial movements such as parallel swings (arms and torso) or V-seat, frog kick, making smooth transition when changing motor pattern in response to basic and abstract rhythms.
   f. Maintain a stationary position on each foot for 15 seconds with eyes open and 10 seconds with eyes closed.
   g. Walk forward, backward and sideways on a 8 foot balance beam 4 inches wide and 6 inches off the floor without falling off.
   h. Walk a distance of at least 25 feet changing directions and levels while balancing a bean bag on the head or other body part.
2. Demonstrate knowledge and proper execution of throwing, catching, striking, kicking, bouncing and rope jumping while attempting to use proper body mechanics force and direction. The following are examples of expected key skills:
   a. Throw a ball (5 inches in diameter) and hit a 4 foot square target at a distance of 15 feet.
   b. Catch a ball (8 inches in diameter) thrown with an arch from a distance of 10 feet.
   c. Jump forward and backward 10 consecutive times (using a two foot or alternate foot basic step) a long rope that is being turned rhythmically by two other students.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing, and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Perform the following basic stunts and tumbling activities: individual stunts such as forward roll (standing start and standing finish), back roll (hands clasped position), tip-up and partner stunts such as wring the towel, back-to-back get up, double top and turk stand.
2. Demonstrate forward, backward, and sideward movements using proper body mechanics in a variety of levels and balancing positions on a low balance beam.
3. Move confidently on gymnasium apparatus such as vertical ladders, horizontal ladders and horizontal bars, climbing ropes and poles, rings and vaulting boxes.

COMPETENCY VI: Personal Fitness/Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
   a. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
   b. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by AAHPERD pre and post distance run tests.
   c. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
   d. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.
2. Describe the general functions of proteins, fats, carbohydrates, vitamins and minerals.
3. Count his/her resting and exercise pulse rate.
4. Locate and describe the major body joints. Recognize which flexibility exercises are appropriate for the major joints.
5. Identify the major muscle groups and perform developmental exercises for each.
6. Recognize that proper diet, recreation, work and exercise are components of a balanced life style.
7. Identify and describe healthful play activities which have been learned in and outside the physical education class.
8. Explain how reducing muscle tension will help to reduce effects of emotional stress and that exercise helps in coping with distress.
9. Perform basic deep muscle relaxation techniques taught in the physical education class.
10. Apply proper safety practices during learning activities and free play.
11. Exhibit the ability to participate with self control in directed and nondirected physical activities.

COMPETENCY VII: Rhythm and Dance Skills

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Demonstrate an understanding of beat, count, and mood as it applies to music and movement.
2. Perform rhythmical activities with sufficient endurance to show an acceptable fitness level.
3. Create movements to music.
4. Perform two combinations of locomotor and nonlocomotor movement to music.
5. Describe and perform five singing games.

Third Grade

Aquatics (Competency Area I) and Sports and Lifetime Activity Skills (Competency VIII) are not presented at this grade level but may be included at the discretion of the local school district.

COMPETENCY II: Body and Spatial Awareness

Demonstrate knowledge of body awareness and the body's relationship to space.

The student will:

1. Identify right/left on one's own body, in space, on others and objects.
2. Move through an obstacle course with varying levels, direction and with numerous directions of speed and force.
3. Walk out geometric patterns with 100% accuracy.

COMPETENCY III: Developmental Games/Activities

Demonstrate proficiency in the application of movement, knowledge, and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills and knowledge of the rules as they apply to low-organized games involving the combination of locomotor patterns and manipulative skills, e.g., "Bat Ball," "Alaska Baseball," "Cageball Kickover," and "Circle Soccer."
2. Cooperate effectively with partners and small groups to accomplish an assigned task or achieve a goal, e.g., "Couple Tag," "One Step," and "Maze Tag."
3. Demonstrate a willingness to participate in movement activities and games to derive pleasure, realize creative expression, and promote group socialization potential.

COMPETENCY IV: Fundamental Movement Skills

Exhibit knowledge and demonstrate skills in locomotor, nonlocomotor, balance, and manipulative activities.

The student will:

1. Perform correctly the skills of running, hopping, leaping, sliding, skipping, galloping and jumping using the elements of time, space, level, direction, force and exhibit body control throughout the stages of pre-action, in-action and post-action. The following are examples of expected key skills:
   a. Perform a series of movements consisting of running and leaping off a different leg each time.
   b. Demonstrate the capacity to maintain a mature sprinting pattern as characterized by planting feet straight ahead—lifting knees high with heel of trail foot near buttocks on swing through—elbows at 90 degrees with short, fast, straight ahead pendular arm action— hands and wrists relaxed—approximately 25 degree body lean, head in line with spine and eyes focused approximately 10 yards in front of runner.
2. Demonstrate the ability to perform controlled axial movement individually and with a partner. The following are examples of expected key skills:
   a. Demonstrate heel-toe step-in-place mule kick, front scale, and an "attitude" (standing on one foot, the other foot rearward with knee bent—holding upper body erect, arching back— extending arm on support leg side to side at shoulder height—rounding other arm over head).
   b. Work with a partner in rhythmic unilateral, bilateral, and cross-lateral activities such as "hand jive" and Indian wrestling.
   c. Perform sequence of walking forward, backward, sideways and turns (without stepping off) on an 8 foot balance beam 4 inches wide and approximately 6 inches off the ground.
   d. Walk through a prescribed course approximately 30 feet long that involves several turns with a bean bag on head or other body part.

3. Demonstrate knowledge and functional skill level of throwing, catching, striking, kicking, bouncing and rope jumping while using proper body mechanics, force and direction. The following are examples of expected key skills:

   a. Foot dribble a ball (8 inches in diameter) to a point 35-40 feet away and return to starting point.

   b. Catch in a manner characterized by arms in front of body with elbows flexed and near the sides; hands only contacting the ball (thumbs together above shoulder and small fingers together below shoulder)—move at least 3 steps into position to receive ball—arms and wrists absorb force of ball.

   c. Using an individual jump rope, demonstrate at least 3 different steps, e.g., alternating, swing-step forward, straddle hop, heel-toe, step-tap.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing, and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Perform the following basic stunts and tumbling activities: log roll, running start forward roll, regular backward roll, cartwheel, headstand, partner stunts such as two person forward roll and partner pull-up.

2. Demonstrate forward, backward and sideward movements using proper body mechanics in a variety of levels and balancing positions on a low balance beam.

3. Demonstrate a hand and knee mount/dismount on a chest-high vaulting box with an end approach as characterized by: standing facing the box with hands (palms flat) on the middle of the box; jumping off both feet, bringing knees up on box and balancing momentarily; pushing off with both hands and knees in a backward jump movement and landing on balls of feet in an erect standing position.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)

   a. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.

   b. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.

   c. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.

   d. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.

2. Describe the relationship of fat to total body composition and how body composition is affected by diet and exercise.

3. Count and record his/her exercise and recovery pulse rate. Recognize the importance of warm-up and cool-down activities and demonstrate an understanding of these activities.

4. Identify the major body joints, describe how they work and describe several flexibility exercises for the major body joints.

5. Evaluate his/her personal fitness level and participate regularly in activities that maintain or improve muscular strength and endurance.

6. Describe the effect of regular exercise on muscular strength and endurance.

7. Cite the importance of having a balanced life style, that includes proper diet, time for recreation, time for work and a proper exercise regimen.
8. Demonstrate the consistent ability to work harmoniously with one's peers in activities requiring social interaction.
9. Describe stressful living conditions, such as noise pollution, lack of proper rest, poor nutrition and personal conflicts.
10. Demonstrate a personal stress management program/procedure utilizing the techniques of deep muscle relaxation, rhythmic breathing and mental imagery.
11. Exhibit verbal and physical expressions of enthusiasm, joy and satisfaction with learning and participation in psychomotor activities. Participate in physical activity of choice during opportunities of free play.
12. Exhibit application of proper safety practices during learning activities and free play.

COMPETENCY VII: Rhythm and Dance Skills

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Speak and react to terms (accent, beat, count, duration, intensity, and mood) which apply to music and movement.
2. Respond with rhythmical activities with sufficient endurance to show an acceptable fitness level.
3. Demonstrate creative movements with music background that employ different levels, force and duration.
4. Perform three combinations of locomotor and nonlocomotor movements to music.
5. Perform one line dance without partners.
6. Perform 3-4 different folk dances.
7. Demonstrate step patterns, e.g., bleking and schottische.

Fourth Grade

Aquatics (Competency I), Body and Spatial Awareness (Competency II) and Fundamental Movement Skills (Competency IV) are not presented at this grade level but may be included at the discretion of the local school district.

COMPETENCY III: Developmental Games/Activities

Demonstrate proficiency in the application of movement, knowledge, and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills, knowledge of the rules and basic offensive or defensive strategies of at least four lead-up sport skill games, e.g., "Beach Ball Volley," "Line Soccer," "Dribble Tag," and "Tee Ball."
2. Design/create a game with objectives, rules, and strategies for two players.
3. Demonstrate a willingness to participate in movement activities and games to derive pleasure, realize creative expression, and promote group socialization potential.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing, and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Demonstrate body control in a continuous routine while performing at least one balance and two body rotations activities, e.g., scale, head stand, forward roll, backward roll, cartwheel, handspring and round-off.
2. Perform three stunts and identify critical points of beginning, execution, and finish positions for each stunt.
3. Perform a bent hip squat vault on a chest high vaulting horse by utilizing a two-foot take off, raising hips and tucking knees to chest; reaching forward and placing hands on top of box; rapidly pushing down on box, lifting chest, then lifting arms forward; after legs pass over the box, extending legs and body; landing with flexed knees and hips.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
   a. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
   b. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.
   c. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
   d. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent-knee sit-up tests.
2. Describe various sites for taking skinfold measurements. Be aware of the relationship between diet, exercise (or lack of exercise) and obesity.
3. Demonstrate at least two minutes of safe and appropriate warm-up and cool-down techniques for aerobic exercise.
4. Select and demonstrate one exercise for the development of flexibility at each major body joint.
5. Identify and locate the major muscle groups, e.g., quadriceps, hamstrings, shoulder flexors/ extensors, and demonstrate one appropriate developmental exercise for each major muscle group. Knows how skeletal alignment and posture are affected by muscular strength.
6. Identify games and activities which aid in stress reduction and recognize that personal stress can be reduced by developing a positive self concept (good sportsmanship, control of temper, and dealing objectively with mistakes of self and others).

7. Participates cooperatively in all class activities.
8. Identify two hereditary and two environmental living conditions that affect personal health and well-being.
9. Exhibit safe participation during learning activities, game play and free play.

COMPETENCY VII: Rhythms and Dance

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Develop rhythmic accuracy by moving to the beat of the music with a partner.
2. Demonstrate desirable social characteristics such as responding in a positive way to a partner in a class setting.
3. Perform rhythmical activities with sufficient endurance to show an acceptable fitness level.
4. Perform at least two rhythmic routines using hand apparatus (hoops, wands, ribbons, ropes, etc.).
5. Perform one or more line dances without partners.
6. Perform three or more folk dances.

COMPETENCY VIII: Sports and Lifetime Activity Skills

Develop knowledge and performance skills in a variety of team sports; individual and dual sports; lifetime physical activities; and to make application of competencies developed through regular participation in those sports and activities.

The student will:

1. Demonstrate proficiency in the beginning fundamental skills of at least three team sports. The following are examples of key skills:
   a. Pass a basketball with a chest pass in a manner characterized by (1) holding the ball by the fingers with the thumbs behind the ball and pointed upward; (2) keeping elbows bent and close to the body; (3) pushing the ball away from the chest with a vigorous elbow extension and wrist flexion; and (4) transferring weight to front foot and following through in direction of the target.
   b. Serve a volleyball with an underhand serve that utilizes (1) a full pendular arm swing under the shoulder; (2) weight transfer to the foot opposite the striking arm; (3) hitting the ball with the heel of the striking hand; and (4) following through in the direction the ball is to travel.
   c. Dribble a soccer ball by (1) tapping the ball with the inside edges of alternate feet while running a distance of at least 30 feet; (2) keeping the ball within 5 feet during the dribble over the entire 30 feet; (3) focusing on the ball but looking up at least every 5 feet; and (4) changing directions to go around obstacles.
2. Demonstrate proficiency in the beginning fundamental skills of at least two individual/dual sports or recreational activities. The following are examples of key skills:
   a. Execute a badminton serve by (1) assuming a ready position with handshake grip on racquet in front of the body, forward-backward-stride position, weight evenly distributed; (2) holding birdie by thumb and forefinger in front of body slightly above knee height, racquet brought down and back to hip height; and (3) dropping birdie while swinging racquet forward and upward contacting the birdie with vigorous wrist flexion during stroke, weight transferred to front foot and following through beyond point of contact. (Note: Fourth graders may experience greater success in badminton by substituting a fleece ball for the shuttlecock.)
   b. Describe the parts of a compass and the significance of each part in the sport of orienteering and demonstrate how to orient a map with a compass, i.e., bringing compass and map magnetic north into agreement.
3. Describe and apply sports terms, scoring, rules of play, skill techniques, safety principles and basic defensive and offensive strategies for the sports covered in the instructional program. Examples of key skills are as follows:
   a. Demonstrate the correct form for serving a volleyball with an underhand serve.
   b. Describe, orally or in writing, the ways that points can be scored in a basketball game.

Fifth Grade

Aquatics (Competency I) should be included if facilities are available. Body and Spatial Awareness (Competency II) and Fundamental Movement Skills (Competency IV) should have been mastered at previous grade levels—teachers should provide correctives for students with only partial mastery in these basic competency areas.

COMPETENCY III: Developmental Games/Activities

Demonstrate proficiency in the application of movement, knowledge, and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills, knowledge of the rules and basic offensive or defensive strategies of at least five lead-up sport skill games, e.g., "End Ball," "Guard Ball," "Boundary Ball," "Leader Ball," and "Rotation Soccer."
2. Design/create a game with objectives, rules, and strategies for four players.
3. Demonstrate a willingness to participate in movement activities and games to derive pleasure, realize creative expression, and promote group socialization potential.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing, and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Demonstrate body control in a set routine performing at least two balance activities and three body rotations activities, such as scales, headstands, forward rolls, backward rolls, cartwheels, handsprings and round-off.
2. Perform at least one stunt on two pieces of apparatus that require upper body support, e.g., parallel bars, horizontal bars, climbing rope, and ladders.
3. On a regulation balance beam, 4 feet high, demonstrate a front-support-to-straddle-seat mount in a manner characterized by: standing facing side of beam, hands on beam, fingers forward; flexing legs and extending them, jumping upward and forward so as to rest hips on the beam while keeping arms straight, shoulders slightly forward of the beam, and body extended; shifting weight forward over hands and swinging one straight leg over beam; ending in straddle seat facing length of beam, hands grasping beam between legs.
4. Perform an arch-jump dismount from a regulation balance beam by standing sideways on beam, flexing hips and knees and jumping upward and forward, reaching up over head with arms and arching back, while keeping legs straight, landing by flexing knees as feet contact floor and standing erect.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's own life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
2. Calculate his/her personal percent of body fat from skinfold and body weight measures.
3. Know recommended body fat percentages for healthy males and females of comparable ages.
4. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
5. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.
6. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
7. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.
8. Define calories and relate to common foods and food groups.
9. Define the difference between aerobic and anaerobic exercise and identify three aerobic and three anaerobic activities.

10. Define and demonstrate static and dynamic stretching and their effects on muscles and connective tissue.
11. Select and demonstrate two appropriate exercises for the development of flexibility at each major body joint.
12. Select and demonstrate two appropriate developmental exercises for each of the major muscle groups, e.g., thigh adductors/abductors, elbow flexors/extensors.
13. Describe the ill effects of smoking on body functioning and physical performance.
14. State at least five positive and negative effects of stress on performance in sports, work and other human endeavors.
15. Identify the healthful-living behaviors over which one has control.
16. Exhibit the ability to participate with self control and cooperation in directed and non-directed activities.
17. Demonstrate safe participation during learning activities, game play and free play.

COMPETENCY VII: Rhythms

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Demonstrate desirable social characteristics such as responding in a positive way to a partner in a class setting.
2. Perform rhythmical activities with sufficient endurance to show an acceptable fitness level.
3. Perform a rhythmic routine using hand apparatus with a partner.
4. Perform a rhythmic routine using the jump rope and four different jumps.
5. Identify one folk, ethnic, or current dance and relate it to the culture from which the dance originated.
6. Perform at least three or more line, folk and square dances.

COMPETENCY VIII: Sports and Lifetime Activity Skills

Demonstrate knowledge and performance skills in a variety of team sports; individual and dual sports; lifetime physical activities; and make application of competencies developed through regular participation in those sports and activities.

The student will:

1. Demonstrate proficiency in the beginning fundamental skills of at least four team sports. The following are examples of expected learner outcomes:
   a. Catch a basketball passed by a teammate to a point within reach while both are running at moderate speed, 15 feet apart and in the same direction.
   b. Bump a volleyball by (1) aligning the body with the ball, knees bent, (2) holding arms at 45 degree angle in front of the body, elbows extended and close together, fingers of one hand laid across opposite fingers, thumbs extended and together, wrists extended, (3) contacting ball with forearms by extending knees and raising body and (4) rebounding the ball off the inside of the forearms.
   c. Execute a single-foot trap of a soccer ball thrown or kicked from a distance of 10-20 feet by (1) moving 3 or more steps in line with the ball, (2) placing weight on non-trapping foot, with foot of trapping leg diagonally back of non-trapping foot, (3) flexing trapping foot so that only the toes contact the ground, (4) as ball approaches trapping foot bending both knees, pressing the ball to the ground with the lower leg and (5) releasing ball and advancing it immediately.
   d. Demonstrate fielding a softball that is hit or thrown on the ground by (1) assuming a ready position with knees bent, feet shoulder-width apart and facing hitter/thrower, (2) move in line of ball and drop to one knee in front of approaching ball, (3) both hands used to catch the ball with little fingers together and (4) rising and throwing to appropriate teammate.

2. Demonstrate proficiency in the beginning fundamental skills of at least three individual/dual sports or recreational activities. The following are examples of expected key skills:

   a. Execute a functional badminton forehand stroke that is characterized by (1) moving into a ready position with a handshake grip on the racquet, face of racquet perpendicular to swing, body rotated toward racquet side and weight evenly distributed, (2) bringing racquet back past body at hip height perpendicular to direction of swing, weight transferred to rear foot and elbow extended and (3) swinging racquet forward contacting the birdie at waist height with vigorous wrist flexion during stroke, transferring weight to front foot and following through well beyond point of contact.

   b. Follow a contour line on a map, while walking or running on an orienteering course, using only terrain features (no compass).

   c. Perform a functional forehand table tennis stroke by (1) moving to a ready position with paddle held in tennis or "pen holder" grip waist high, elbow slightly flexed, body rotated to the paddle side and weight on paddle-side foot and (2) swinging forward and upward using trunk rotation, shoulder horizontal flexion and wrist abduction to contact ball while shifting weight of non-paddle-side foot.

3. Describe and apply sports terms, scoring, rules of play, skill techniques, safety principles and basic defensive and offensive strategies for the sports covered in the instructional program. The following are examples of expected key skills:

   a. Describe, orally or in writing, three basic methods for trapping a soccer ball.

   b. Diagram and correctly label the basic offensive positions on a five-person basketball team.

Sixth Grade

Body and Spatial Awareness (Competency II) and Fundamental Movement Skills (Competency IV) are inappropriate for this level but the teacher should be alert to students who have not achieved mastery in them.

COMPETENCY I: Aquatics (where facilities are available)

To develop knowledge and performance of aquatic skills in order to cope safely and effectively with water emergencies; and participate in swimming as a lifetime recreational pursuit.

The student will:

1. Demonstrate proficiency in the beginning fundamental skills of drownproofing and functional floating skills. The following are examples of expected key skills:
   a. Demonstrate ability to adjust to water by walking in waist-deep water, submerging head for at least 5 seconds and executing rhythmic bobbing at least 10 times, i.e., a continuous and even up-and-down motion, inhaling at the surface, submerging completely, and commencing to exhale prior to surfacing.
   b. Execute turning over - front to back and back to front, and leveling off - moving from vertical position to horizontal position.
   c. Perform a jelly fish float, for a minimum of 10 seconds, with face submerged, establishing buoyancy, with arms and legs dangling vertically.
   d. Perform a tuck float, for a minimum of 10 seconds, with face submerged, establishing buoyancy, with arms and legs in a tuck position.
   e. Perform a back float, for a minimum of 10 seconds, in a horizontal position on back, head tilted back, half submerged, with arms and legs fully extended.
   f. Perform back finning stroke for at least 25 feet by (1) starting from a back-float position, performing flutter kick by alternatively kicking legs vertically 10"-14" ankles extended, knees straight on down kick and slightly bent on up kick, hips providing major force and (2) gliding with arms at the side, bringing hands alongside the body to rib cage then extending lower arms to trunk and stroking by pushing palms toward the feet.
2. Know the definitions of aquatics terms, skill techniques, and safety principles of aquatics activities covered in the instructional program. The following are examples of expected key skills:
   a. Define orally and/or in writing elements of personal swimming safety including never swimming alone, calling for help only when needed and following posted rules and regulations.
   b. Define orally and/or in writing swimming terms related to staying afloat including bobbing, floating, sculling, stroking and gliding.
   c. Describe orally and/or in writing elements of diving safety including checking the area thoroughly before diving and seeing that area is clear of other people.

COMPETENCY III: Developmental Games/Activities

Manifest proficiency in the application of movement, knowledge, and social skills in low-organized and lead-up games.

The student will:

1. Demonstrate motor skills, knowledge of the rules, and basic offensive or defensive strategies of at least six lead-up sport skill games, e.g., "Mini Soccer," "Fast Break," "End Zone," "Pass Ball," "Keep It Up," and "Base on Balls."
2. Demonstrate a willingness to participate in movement activities and games to derive pleasure, realize creative expression, and promote group socialization potential.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Compose and demonstrate a continuous 30-second routine performing at least two balance activities and three body rotations such as scales, headstands, forward rolls, backward rolls, cartwheels, handsprings, round-offs.

2. Create and demonstrate a routine on a balance beam using continuous forward, backward, sideways and movements at different levels, e.g., forward walk, quarter turn, slide, lunge, knee scale, knee stand, chasse step, squat turn, waltz step and pivot turn.
3. Execute a straight-arm support and swing on even parallel bars by extending arms to support entire body weight and swinging trunk and legs forward and backward in a 45 degree arc.
4. Demonstrate a rear dismount between even parallel bars by swinging legs above height of bars; pushing with both hands as legs and hips are swung over the bar; landing with flexed knees and hips and standing erect.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance; and application of fitness principles in one's lifestyle.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
2. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
3. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.
4. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
5. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.
6. Determine the amount of personal involvement in exercise that is required to burn one pound of fat and know the periods of life when fat cells increase in number, i.e., last trimester prior to birth, first year, and pre-adolescent growth years.
7. Identify the effects of exercise on the major components of the cardiorespiratory system. Demonstrate the ability to keep an exercise intensity of one's heart rate at a beneficial aerobic level for training effect.
8. Identify body areas where flexibility problems are likely to occur and know the possible postural and performance consequences that can result from a reduction of mobility, e.g., lumbar lordosis and low back pain; reduced running speed.
9. Understand and define overload, progression, and specificity in relation to muscular strength and endurance.
10. Describe why one should not hold his/her breath but rather exhale during the contraction phase of developmental exercises, e.g., elevating blood pressure.
11. Understand the effect of alcohol consumption on the body and the consequent changes in physical performance that accrue from alcohol use prior to performing.
12. Identify and describe at least three activities that will aid in reducing stress, e.g., progressive relaxation, static stretching, aerobic exercise, games and sports.
13. Describe two physiological changes that are likely to result from stress.
14. Exhibit verbal and physical expressions of enthusiasm, joy and satisfaction with participation in learning activities and performances.
15. Participate in physical activity of personal choice during opportunities of free play.
16. Exhibit safe participation during learning activities, game play and free play.

COMPETENCY VII: Rhythms and Dance

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Develop rhythmic accuracy by moving to the beat of a complex dance.
2. Demonstrate desirable social characteristics such as responding in a positive way to a partner in a class setting.
3. Perform the rhythmical activity with sufficient endurance to show an acceptable fitness level.
4. Demonstrate proficiency in folk dances, square dance, line dance without partners, aerobics and country western dance.
5. Compose an aerobic routine with a small group demonstrating creativity through the ability to integrate movement patterns to a rhythm.
6. Identify at least two folk, ethnic and/or current dances, and relate each to the culture from which the dance originated.

COMPETENCY VIII: Sports and Lifetime Activity Skills

Develop knowledge and performance skills in a variety of team sports; individual and dual sports; lifetime physical activities; and make application of competencies developed through regular participation in those sports and activities.

The student will:

1. Demonstrate proficiency in the beginning offensive and defensive fundamental skills of at least four team sports. The following are examples of expected key skills:
   a. Execute a basketball defensive guarding position (for at least 15-20 seconds) of an offensive player attempting to score by (1) keeping eyes on the offensive player's trunk; (2) maintain guarding stance between the offensive play and the basket, with feet shoulder-width apart, and on the balls of the feet, arms extended, one arm up and one arm down and (3) using a sliding step to stay between opponent and the basket.
   b. Shoot a lay-up shot in basketball by (1) approaching the basket at a 45 degree angle while dribbling; (2) using a one-foot take off from the foot opposite the shooting hand and furthest from the basket and (3) bringing the ball above shoulder of shooting arm, extending arm, flexing wrist and guiding ball with fingers to backboard "spot" at height of the jump.
   c. With a volleyball net at standing-reach height, block a ball that is thrown or hit over the net by (1) jumping with both hands extended to height of ball; (2) stretching hands out, thumbs close together; (3) maintaining trunk erect approximately one foot from the net, and using no follow through; and landing facing the net, keeping upper body erect.
   d. Set a volleyball that is thrown or hit above head height by (1) assuming a ready position facing the direction that ball is to be set, with knees bent, feet at shoulder width and in a fore-aft position, head back with eyes on the ball, hands held approximately 8 inches above face with wrists extended, fingers spread, thumbs and opposing forefingers together, (2) simultaneously as knees and arms are extended and wrists flexed and (3) following through high in direction ball is to be projected.
   e. Execute a straight tackle in soccer by moving in front of opponent and kicking the ball away from the opponent without contacting the opponent's body.
   f. Demonstrate an instep kick of a soccer ball by (1) swinging the kicking leg straight back, bending the knee and pointing the toes toward the ground, (2) swinging the kicking leg forward and contacting the ball below its center with instep of foot and (3) following through with kicking foot in direction ball is to be projected.
   g. Catch a softball hit or thrown at least 30 feet high by (1) assuming a ready position, facing direction of subsequent throw, knees bent slightly, feet shoulder width apart, hands in front of the body above shoulder and palms facing forward and upward, (2) catch a ball with both hands and allowing wrists and arms to "give" thereby absorbing shock and (3) after catch, throwing to an appropriate teammate.
   h. Swing a softball bat in a manner characterized by (1) a two-hand grip with both hands together and dominant hand (rear arm) above other, (2) make a stance with feet approximately one bat length from the center of the plate at shoulder width and toes pointed straight ahead or slightly toward the first base line, knees slightly bent, elbows away from the body and wrists cocked so that bat does not rest on shoulder and (3) stepping with lead leg toward pitcher, swinging bat

parallel to the ground while transferring weight from back to front foot, and following through beyond point of contact.

2. Demonstrate proficiency in the beginning offensive and defensive fundamental skills of at least three individual-dual sports or recreational activities. The following are examples of key skills:

   a. Move into position to strike a badminton birdie or fleece ball that is thrown or hit at various speeds and in various directions.

   b. Execute a functional backhand stroke by (1) assuming ready position with palm over handle grip on racquet, crossing racquet in front of body, facing laterally to non-racquet side of the body and weight evenly distributed; (2) bringing racquet back past body perpendicular to direction of swing and weight transferred to rear foot and (3) swinging racquet forward contacting the birdie at waist height with vigorous wrist extension during the stroke, weight transferred to front foot and follow through well beyond the point of contact.

   c. Demonstrate for orienteering purposes a consistent walking or running stride and predict (within a meter) the distance traversed in trials covering 30 or more meters.

   d. Complete successfully (individually or as a team member) a practice orienteering compass course (on school campus) and back azimuth course.

   e. Execute a table tennis block shot by contacting the ball with the paddle tilted slightly to the rear so that the ball will rebound over the net.

   f. Demonstrate a functional table tennis backhand drive stroke by (1) moving to ready position by crossing paddle arm waist high in front of the body, rotating the trunk to non-paddle side and weight placed on non-paddle-side foot; and (2) swinging forward and upward using trunk rotation and wrist extension to contact ball while shifting weight to paddle-side foot.

3. Describe and apply sports terms, scoring, rules of play, skill techniques, safety principles, and basic defensive and offensive strategies for the sports covered in the instructional program. The following are examples of key skills:

   a. Describe, orally or in writing, the basketball rules relating to double dribbling, traveling and charging.

   b. Diagram a softball field and place the players in the proper location.

   c. Perform an overhand volleyball serve by (1) assuming a ready position facing the net with feet shoulder width and in fore-aft position and rear foot on serving side, (2) placing weight on rear foot, leaning back and rotating trunk while guiding the ball with the non-serving hand into the air above the serving shoulder and extending serving-arm shoulder and flexing elbow, (3) hitting ball with open hand with first contact made with heel of hand and (4) following through toward net.

   d. Correctly execute an overhand volleyball serve, overhead pass/set and forearm bump pass while playing in a modified game (6 foot net, 2 or 3 line positions, 1 hit per person, unlimited hits per side, official point/side out scoring).

   e. Block to almost a complete stop a soccer ball that is thrown or kicked from a distance of 10-15 feet by (1) getting in line with the ball and (2) letting ball hit body part and absorbing force of the ball by jumping slightly backward.

   f. Execute a mature kicking pattern in passing and shooting a goal in soccer by (1) assuming a ready position (if not running) with a forward-backward stride with weight evenly distributed and knees bent, (2) swinging kicking leg across front of body with knee slightly bent, foot turned out and making contact with inside of foot slightly in front of the body and (3) following through with foot toward target and arms out to the side.

   g. Correctly run in softball from homeplate to first base by (1) using a mature running pattern at maximum speed until base is crossed (unless waived on by first-base coach) and (2) after slowing down, turn to right.

h. Correctly run in softball from first base to second and third or home in a manner characterized by (1) leaving first base as ball is hit, (2) maintaining a mature running pattern at maximum speed and identifying distance properly in order to stop at second or to continue to third without an undue wide swing around second and (3) continuing to run or stop as indicated by the base coaches.

2. Demonstrate proficiency in the fundamental offensive, defensive and strategy skills of at least three individual/dual sports or recreational activities. The following are examples of expected key skills:

   a. Perform functional overhead badminton strokes by (1) moving to a ready position with handshake grip on racquet in front of the body in a forward-backward stride position with weight evenly distributed, (2) bringing racquet back with trunk rotation toward racquet side and arm extension to above-the-shoulder position while transferring weight to rear foot and (3) swinging racquet forward to make contact with the birdie above the forehead with vigorous wrist flexion during stroke, weight transferred to front foot, and follow through well beyond point of contact.

   b. Execute functional badminton clear (lob) and drop shots using forehand, backhand, and overhead stroking motions.

   c. Describe the differences in the major forms or structures of orienteering including point to point, miniature, score, line, and project orienteering.

   d. Successfully complete a point to point orienteering course while using a master map with control points indicated by small circles and a silva orienteering compass.

   e. Execute a table tennis smash shot in a manner characterized by a forceful, exaggerated forehand or backhand swing with the paddle tilted slightly forward and carried over the top of the ball thus imparting topspin, causing the ball to drop quickly.

   f. Perform a functional chop shot using a forehand or backhand swing with the racquet tilted slightly to the rear and a forward-downward (rather than upward) motion thus imparting a backspin to the ball causing it's forward motion to be reduced when it hits the table.

3. Describe and apply sports terms, scoring, rules of play, skill techniques, safety principles and basic defensive and offensive strategies for the sports covered in the instructional program. The following are examples of expected key skills:

   a. Describe, orally or in writing, the offensive and defensive positioning of the players on a soccer team and the major responsibilities associated with the different positions.

   b. Describe, orally or in writing, the rules of scoring in badminton.

Seventh Grade

Competencies II, III and IV are not appropriate for this grade level.

COMPETENCY I: Aquatics (where facilities are available)

Develop knowledge and performance of aquatic skills in order to cope safely and effectively with water emergencies and participate in swimming as a lifetime recreational pursuit.

The student will:

1. Demonstrate proficiency in the functional basic skills of floating and swimming as well as the fundamental skills of drownproofing. The following are examples of expected key skills:
   a. Perform survival floating for at least 5 minutes by (1) assuming a resting position with vertical jelly fish float, (2) preparing to exhale, slowly lifting arms to shoulder height and separating legs to modified scissors position, (3) exhaling through both mouth and nose after raising head no higher than necessary for mouth and nose to clear surface, (4) inhaling after pressing arms downward and bringing legs together and raising head vertically above water surface and (5) returning to resting position. (NOTE: Individuals who have a low percent of body fat may have to move arms in an easy finning action or legs in a slight scissor kick to prevent sinking too far below the surface in the resting position.)
   b. Execute a functional elementary back stroke continuously for a distance of at least 25 yards in a manner characterized by (1) stroking arms by bending elbows as fingers move up the side, drawing elbows toward ribs as fingers reach arm pits, then extending arms diagonally outward and forward and pulling and then pushing water back toward heels, (2) kicking with whip kick by drawing heels near buttocks (slightly wider than hips) on recovery and then forcefully straightening and squeezing knees and lower legs with feet rotated outwardly, and (3) gliding with legs together and arms at the side. (NOTE: leg recovery should occur simultaneously with arm recovery and leg kick simultaneously with arm pull.)
   c. Performs swimming water entries including stride jump, run-and-plunge dive, long shallow dive, and entering water from a height with appropriate jumping procedure.
2. Give definitions of aquatics terms, skill techniques, and safety principles of aquatics activities covered in the instructional program. The following are examples of expected key skills:
   a. Describe, orally or in writing, techniques for personal survival in swimming emergencies including cramps, currents, undertows, weeds, and techniques for survival floating.
   b. Describe, orally or in writing, how a nonswimmer can assist another person involved in an aquatic emergency including extension assists, throwing assists, and wading assists.
   c. Describe, orally or in writing, how swimming can contribute to physical fitness and what is required to attain desired results.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing, and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Execute tumbling skills that are at a higher sequential level than those mastered at the elementary level, e.g., handstand, handstand limber, handstand with forward roll, kip and headspring.
2. Demonstrate progressive level apparatus skills on at least two types of apparatus, for example: on vaulting box (horse) jump to straddle stand, bent hip straddle vault, jump to squat stand, bent hip squat vault, and on the horizontal bar perform a roll, forward single knee circle and backward single knee circle.
3. Design an individual apparatus routine that utilizes five basic skills.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
2. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
3. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.
4. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
5. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.
6. Describe the relationship of exercise frequency, intensity, duration and fat control.
7. Define and know the target training heart rate zone for his/her age group.
8. Measure cardiorespiratory fitness development through resting and recovery pulse rates.
9. Describe how the variables of frequency, intensity and duration differ in aerobic compared to anaerobic work.
10. Demonstrate and describe flexibility exercises that are particularly important to perform prior to engaging in specific activities or sports, e.g., shoulder stretch and swimmer's stretch before racquet sports.
11. Describe how the principles of overload, progression and specificity can be applied to a personal program for improving muscular strength and endurance.
12. Recognize potential health risks in early adolescence as they pertain to physical fitness.
13. Demonstrate with stethoscope and sphygmomanometer how to take blood pressure and explain the potential hazards of blood pressure readings that are significantly outside the range of normal.
14. Participate in and/or initiates out-of-school activities that are pleasurable and promote the development of physical fitness.
15. Exhibit safe participation during the learning of activities, game play and elective activity.

COMPETENCY VII: Rhythms and Dance

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Attain and consistently demonstrate desirable social skills while participating in dance activities.
2. Demonstrate knowledge of selected dance fundamentals, including posture and carriage, leading and following.
3. Demonstrate knowledge of basic dance characteristics, positions, rhythm and steps for various dance forms, such as two-step, waltz, fox trot and polka.
4. Perform basic dance skills and dance fundamentals while performing dance forms, such as two-step, waltz, fox trot and polka.

COMPETENCY VIII: Sports and Lifetime Activity Skills

Develop knowledge and performance skills in a variety of team sports, individual and dual sports, lifetime physical activities and make application of competencies developed during regular participation in those sports and activities.

The student will:

1. Demonstrate proficiency in the fundamental offensive, defensive and strategy skills of at least four team sports. The following are examples of expected key skills:
   a. Shoot a basketball one-hand push shot by (1) bringing ball in line with shoulder of shooting hand, with elbow flexed, wrist extended and fingers spread, (2) extending shooting arm upward and forward toward the basket, (3) flexing wrist as fingers guide ball on release with slight rearward rotation on ball, (4) following through high and toward the basket and (5) using knee flexion during preparatory movement and knee extension during shooting.
   b. Play the various positions of two-one-two and one-three-one basketball zone defenses, moving with the ball while maintaining position between offensive player(s) in the respective zones and the basket.

Eighth Grade

Competencies II, III and IV are inappropriate for this grade level.

COMPETENCY I: Aquatics (where facilities are available)

Develop knowledge and performance of aquatic skills in order to cope safely and effectively with water emergencies and participate in swimming as a lifetime recreational pursuit.

The student will:

1. Demonstrate proficiency in the functional basic skills of swimming as well as refine the fundamental skills of drownproofing. The following are examples of expected key skills:
   a. Execute techniques of personal survival after entering the water fully clothed including using clothing for flotation with and without disrobing.
   b. Perform a high breaststroke continuously for a distance of at least 25 yards in a manner characterized by (1) starting in a prone glide position with arms extended in front of head (head out of water), legs straight and toes pointed and sweeping arms back and somewhat down to shoulder line with wrists slightly flexed so that palms press on water, (2) bringing heels toward buttocks with knees slightly bent and rotated outwardly, simultaneously bending arms at the elbows and bringing hands toward shoulders with palms down and spreading legs with feet in hook position while arms start to extend, (3) propelling body forward by bringing legs together forcefully while extending arms in front of head and (4) gliding and repeating sequence.
   c. Perform a front crawl stroke continuously for a distance of at least 25 yards in a manner characterized by (1) kicking with a flutter kick by alternately displacing legs vertically a distance of 10-14 inches with ankles extended and toes pointed slightly inward and knees slightly bent as down kick is initiated and straightening at termination of down kick and during up kick, (2) stroking arms in almost direct opposition with recovery of the arm after stroke with elbow high and hand near the surface, terminating in an entry and full arm extension in front of the shoulder and executing a pull-push S-shaped bent arm stroke ending near the thigh, (3) breathing rhythmically by rotating the head to the side to inhale as breathing-side while arm is terminating its stroke while maintaining head approximately half submerged and returning head to swimming position as arm recovery is at its midpoint and (4) maintaining straight horizontal alignment between head, hips and feet.
   d. Employ swimming skills in games and contests including cat and mouse, water baseball, water volleyball, water basketball and relays.
2. Demonstrate and define aquatics terms, skill techniques and safety principles of aquatic activities covered in the instructional program. The following are examples of expected key skills:
   a. Analyze the movement and describe the appropriate corrections to be made where needed when given an illustration or demonstration of a front crawl stroke.
   b. Describe orally and/or in writing the principles of breathing, relaxation, coordination of arm and leg movements and how they contribute to successful performance in swimming.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing and finishing movements associated with gymnastic stunts, tumbling and apparatus.

The student will:

1. Demonstrate proficiency in the fundamental balancing activities, springs and turns developed at earlier levels and apply skills in basic routines of 45 seconds or more.
2. Demonstrate progressive level activities on at least two types of apparatus, e.g.: on uneven parallel bars, move from a straight arm support, to a back hip pull over, and a kip to the high bar; on a horizontal bar perform front hip pull-over, straddle bar, airplane spin, drop to hang, single knee swing-up, single knee circle forward and a pull through to hang rearways.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
2. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
3. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.
4. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
5. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.
6. Tabulate the number of calories consumed and the number of calories expended through exercise for a two day period.
7. Identify the types of exercise that utilize fat as a primary source of energy.
8. Describe the long-term benefits to the cardiorespiratory system that result from regular participation in an aerobic training program. Explain the difference between systolic and diastolic blood pressure.
9. Describe how stretching affects muscles and increases the elasticity of connective tissue and cite the beneficial effects of stretching and the potentially harmful effects of certain types of exercise/activities, e.g., deep-knee bends and duck walk.
10. Describe the difference between agonist and antagonist muscle groups and explain why it is important to exercise muscles on each side of a joint, e.g., flexors/extensors and adductors/abductors.
11. Distinguish between proper and improper uses of drugs and various chemical substances.
12. Describe the holistic concept of health/wellness and describe why elective inclusion of exercise is important in a high technological society.
13. Exhibit participation in physical activity of personal choice during free-time opportunities.
14. Identify how safety risks can be minimized or eliminated.

COMPETENCY VII: Rhythms and Dance

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Attain and consistently demonstrate desirable social behavior while participating in dance activities, including etiquette and courtesies appropriate to various dance forms.
2. Consistently display appropriate dance fundamentals, including posture and carriage, leading and following while performing dance activities.
3. Demonstrate knowledge of basic dance characteristics, positions, rhythm and steps for various dance forms, including Latin dances and selected "fad" dances.
4. Perform basic dance skills and dance fundamentals while performing dance forms, such as Latin dances, contemporary dances and selected "fad" dances.
5. Demonstrate knowledge of and perform the basic elements of force, flow, form and mood found in expressive dance forms.

COMPETENCY VIII: Sports and Lifetime Activity Skills

Develop knowledge and performance skills in a variety of team sports, individual and dual sports, lifetime physical activities and make application of competencies developed through regular participation in those sports and activities.

The student will:

1. Demonstrate proficiency in the fundamental offensive, defensive and strategy skills of at least four team sports. The following are examples of expected key skills:
   a. Shoot a basketball with a one-handed jump shot in a manner characterized by (1) jumping vertically with a take-off from both feet (force applied equally), (2) bringing ball to position over head while jump is in progress with shooting hand behind ball and wrist extended, (3) focusing eyes on the front of the basket rim, (4) forcefully flexing shooting hand wrist at peak of the jump and (5) landing on balance and near the same spot as the take-off.

b. Execute functional level dribbling, passing, catching, shooting and guarding while playing a modified basketball game (traveling violations, field goals, two 5-minute halves).

c. With the net at reach height (approximately 7 feet), spike a volleyball by (1) using a two-foot-take-off vertical jump, (2) hitting the ball above its center with snapping wrist motion (heel of the hand making first contact), (3) land facing the net with upper body erect and not touching the net or stepping over the center line.

d. Correctly execute an overhand serve, forearm bump pass, overhead pass/set, spike and block while participating in an advanced modified volleyball game (net at reach height, approximately 7 feet high).

e. Performing a soccer hook tackle on an oncoming opponent dribbling the ball by (1) approaching opponent from the front and then moving to one side, (2) reaching with one leg while bending support leg at knee to increase reach, (3) using foot as hook to draw ball away from opponent and to one side without contacting opponent and (4) controlling ball and advancing it.

f. Utilize functional soccer skills (dribble, passes, stops, tackles, instep kick) while playing a modified game (8-12 players per team, non-regulation field, two 10-minute halves).

g. Describe and demonstrate correct defensive field positioning for each of the softball bases under various hypothetical situations, e.g., first base when ground ball is hit to third baseman, second base when fly ball is hit to right field (runner on first).

h. Execute the skills of batting, baserunning, fielding and throwing while participating in a regulation-type softball game.

2. Demonstrate proficiency in the fundamental offensive, defensive and strategy skills of at least three individual/dual sports or recreational activities. The following are examples of expected key skills:
   a. In a singles badminton game situation, maintain a mature skill performance level for serving, forehand, backhand, and overhand strokes and attempt to serve and volley away from opponent's position.
   b. In badminton doubles play, work with partner in covering court and maintain a mature level of serve, forehand, backhand and overhand strokes.
   c. Interpret topographical map features and map symbols including terrain features, e.g., relief features, woods, clearing and water courses, map scale, elevation, declination, structures, railroads, heavy-duty roads, medium and light-duty roads, schools, and dry lake beds.
   d. Use compass to perform at least three basic functions including (1) finding the azimuth of an object, (2) following a degree reading and (3) take a back azimuth.
   e. In a singles table tennis game situation, maintain a mature skill performance level for serving, forehand, backhand, chop and smash strokes and attempt to serve and volley away from opponent's position.
   f. In table tennis doubles play, alternate with partner maintaining a mature level of serve, forehand, backhand, chop and smash strokes.
3. Describe and apply sports terms, scoring, rules of play, skill techniques safety principles and basic defensive and offensive strategies for the sports covered in the instructional program. The following are examples of expected key skills:
   a. Describe orally and/or in writing the rules relating to free kicks, corner kicks and penalty kicks in soccer.
   b. Diagram two basic receiving formations for a volleyball team.

Competencies II, III and IV are inappropriate for high school.

COMPETENCY I: Aquatics (where facilities are available)

Develop knowledge and performance of aquatic skills in order to cope safely and effectively with water emergencies and participate in swimming as a lifetime recreational pursuit.

The student will:

1. Demonstrate proficiency in the fundamental skills of swimming and survival swimming as well as develop functional water rescue techniques. The following are examples of expected key skills:
   a. Swim continuously for a period of 20 minutes using any combination of strokes, e.g., elementary back stroke, front crawl stroke, side stroke and breaststroke, with periods of rest taken as needed where the student uses floating/survival skills learned previously.
   b. Perform swimming rescue stroking by (1) keeping eyes on victim, (2) moving into ready or reversed position just out of reach of the victim and (3) talking to victim before making contact.
   c. Execute making contact with victim and gaining control so as to level off victim in horizontal position while moving victim's face above water as quickly as possible using (1) a rear approach and arm pit level-off, (2) a rear approach and chin level-off, (3) a rear approach with two hand level-off, (4) front surface approach and (5) underwater approach.
   d. Demonstrate defenses, releases, and escapes to prevent victim from overcoming the rescuer including (1) block, block and carry and block and turn defenses, (2) double grip on one wrist release, front-head-hold release, rear-head-hold release and double drowning release, and (3) double-grip-on-wrist escape, front-head-hold escape and rear-head-hold escape.
   e. Demonstrate a variety of carries in different simulated circumstances including (1) cross-chest carry, (2) hair carry, (3) wrist tow, (4) shirt or collar tow and (5) tired swimmer assist.
   f. Perform appropriate procedures for removing a victim from the water including (1) shallow water assist, (2) drag and (3) saddleback carry.
   g. Demonstrate swimming skills utilized in the game of water polo including (1) swimming free style with head raised, feet deeper and slower than racing crawl stroke, (2) swimming with racing style back stroke when moving ahead of the ball, (3) lifting out of the water with "egg beater" kick (similar to kick used in breast stroke except that legs move alternately rather than simultaneously and (4) kicking with a single sidestroke or scissors kick from prone position in order to gain starting momentum quickly.
   h. Perform functional water polo offensive skills including dribbling, passing, pick-up, catching and shooting and defensive skills of guarding, tackling and goal tending.
2. Describe and apply aquatics terms, skill techniques, and safety principles of aquatic activities covered in the instructional program. The following are examples of expected key skills:
   a. Describe orally and/or in writing, safety procedures that should be observed with small water craft including (1) entering and leaving, (2) loading and trimming, (3) changing positions and (4) self-rescue in a capsize or swamping situation.
   b. Describe orally and/or in writing reaching and equipment rescues, including (1) ice rescues, (2) extension assists, (3) ring buoy or line throw, (4) swimming techniques with floating object (with and without line attached), (5) surfboard rescues and (6) how to improvise equipment.

COMPETENCY V: Gymnastics

Demonstrate knowledge, safety and performance skills required in the starting, executing, and finishing movements associated with gymnastic stunts, tumbling and apparatus. (Competencies associated with gymnastic apparatus apply when approved by the district.)

The student will:

1. Demonstrate refined competencies in balance activities, springs and turns developed at the elementary and junior high/middle school level and demonstrate proficiency in at least one additional individual or partner stunt, for example: back airo, pitch back airo; front airo, hands between legs to front airo.

2. Demonstrate refined competencies on apparatus developed at the elementary and junior high/middle school level and demonstrate proficiency in at least two additional apparatus skills (routines), for example: on the even parallel bars, jump to cross-rest position, go to pike position, to bird's nest inverted hang, return to pike position, jump to cross-seat position, kidney roll, forward roll to end of bars, and straddle vault; on a balance beam move from front support to straddle seat mount, v-seat to v-seat turn, to chasse, to squat turn, to waltz steps, to step hop, to pivot turn, to lunge, and lunge turn dismount.

COMPETENCY VI: Personal Fitness/ Healthy Life Style

Demonstrate a knowledge of basic physiological principles related to the components of physical fitness including body composition, cardiorespiratory functioning, joint flexibility, muscular strength and endurance and application of fitness principles in one's life style.

The student will:

1. Perform above the 25%ile on each of the AAHPERD Health Related Physical Fitness Test items. (Local school district may establish a minimal fitness competency level(s) above the 25%ile.)
2. Demonstrate an improved and/or acceptable level of body composition as measured by pre and post AAHPERD skinfold tests.
3. Demonstrate an improved and/or acceptable level of cardiorespiratory fitness as measured by pre and post AAHPERD distance run tests.
4. Demonstrate an improved and/or acceptable level of low back flexibility as measured by pre and post AAHPERD sit and reach tests.
5. Demonstrate an improved and/or acceptable level of abdominal strength as measured by pre and post AAHPERD bent knee sit-up tests.
6. Determine his/her optimum weight and body composition and develop a personal nutrition program based upon his/her nutritional needs. Adopt a method of recording personal caloric intake and expenditure data to validate eating and exercise behavior.
7. Describe several methods of determining body composition, e.g., skinfold tests, hydrostatic weighing and circumferential measures.
8. Determine his/her personal cardiorespiratory fitness level and design an exercise program in terms of frequency, intensity and duration that will safely maintain a given fitness level or progressively lead toward a desired goal.
9. Select appropriate activities that will produce the desired effect based on physiological principles.
10. Identify and describe the body joints that are likely to have a loss of flexibility as a result of office work or other vocational pursuits that require a person to sit for long periods and design an exercise regimen which would counteract such effects.
11. Explain how the principles of frequency, intensity and duration apply to flexibility exercises.
12. Describe how one can increase or decrease the intensity or exercise load while performing isotonic calisthenics.
13. Select exercises and activities (with and without special equipment such as weights) that meet his/her personal muscular strength and endurance needs.
14. Evaluate his/her own life style using a life style checklist.
15. Isolate or identify thoughts and feelings concerning current personal involvement in exercise and sports perform the following: (1) apply a rational thinking process to develop intelligent, enlightened and workable decisions regarding future exercise involvement, (2) record personal decisions/goals and share decisions with others and (3) identify a schedule for future, periodic self-evaluation of easily measured subjective and objective fitness parameters.
16. Discern between information that is factual or fad, myth, and quackery as it pertains to physical fitness and related areas.
17. Explain why some forms of exercise are independent, e.g., the relationship of flexibility and strength activities in developing good posture and reducing the potential for low back problems.
18. Describe why some exercises such as double leg lifts, straight leg sit-ups, back arches, and deep knee bends should be avoided.
19. Know and understand how to select and care for fitness and sports equipment to assure long term use, pleasure, and satisfaction from such equipment.

20. Demonstrate respect for others while participating in physical education activities.
21. Demonstrate responsible safety behavior and judgement during participation in aquatics, sports, recreation activities and dance.

COMPENTENCY 7: Rhythms and Dance

Demonstrate knowledge, understanding and performance skills required for basic rhythm and dance used in cooperation with others and as a means of self expression.

The student will:

1. Refine competencies in folk, square, social and expressive/interpretive dance developed at the elementary and junior high/middle school level and demonstrate proficiency in composing and performing axial and locomotor skills in interpretive, expressive and traditional dance forms.
2. Follow directions and respond to calls in square dancing—formation, line of direction and step patterns.
3. Apply the prescribed step and body movement patterns of folk dancing to music.
4. Perform basic skills of traditional social dances, e.g., waltz, foxtrot, jitterbug and selected contemporary dances, e.g., rock and disco.
5. Describe how dance can serve as a medium of communicating ideas from simple gestures and postures to sophisticated choreography.
6. Demonstrate knowledge of movement qualities, e.g., sustained, pendular, suspended and vibratory.
7. Demonstrate the ability to apply various movement qualities to axial and locomotor movements and movement combinations.
8. Communicate an idea or image through dance by moving in response to self-initiated stimuli or specified, teacher-directed stimuli, e.g., exploring moods—happy, sad, motivated, fatigued.

COMPETENCY VIII: Sports and Lifetime Activity Skills

Develop knowledge and performance skills in a variety of team sports, individual and dual sports, lifetime physical activities and make application of competencies developed through regular participation in those sports and activities.

The student will:

1. Demonstrate refined competencies in team sports developed at the elementary and junior high/middle school level and demonstrate proficiency in the fundamental offensive, defensive and strategy skills of at least one additional sport. The following are examples of expected key skills:
   a. Execute a one-hand overhead pass in team handball by (1) resting the ball in throwing-arm hand, wrist extended, fingers spread and gripping ball lightly, (2) trunk rotated to throwing-arm side, feet at shoulder width and in slight fore/aft position, (3) throwing arm cocked (elbow flexed, shoulder abducted) so that the ball rests in the hand about ear level, and (4) forcefully rotating trunk and shoulder of throwing arm and snapping wrist (flexing) while stepping forward with foot on non-throwing arm side.
   b. Perform a chest pass of a team handball by (1) holding the ball in both hands (thumbs together and small fingers on the side of the ball) at chest level with wrists extended and elbows flexed (elbows close to the body), (2) stepping forward with either foot and pushing ball by extending elbows and flexing wrists and (3) guiding ball with fingers at release and following through beyond point of release.
   c. Execute a two-hand overhead pass of a team handball by (1) holding the ball in both hands above the head (wrists extended, thumbs together, fingers behind and on sides of ball) and (2) while stepping forward with either foot and forcefully flex (snap) wrists to project ball.
   d. Perform a team handball set shot and jump shot using the same throwing mechanics as the one-hand overhead pass. In the case of the jump shot, however, the performer will jump (taking off with foot opposite throwing arm) upward and toward the goal and releasing the ball at the height of the jump.
   e. Execute a circle shot in team handball by (1) positioning oneself near the center of the goal area and tucking the ball in the stomach to protect it from opponents and (2) pivoting and jumping toward the goal throwing the ball with a one-hand passing motion prior to landing.

f. Perform a wing shot from the side of the goal area circle using the same mechanics for execution as in the circle shot.

g. Execute functional level dribbling, passing, catching, shooting and guarding skills while playing a modified game of team handball (7-11 players per side with four 8-minute quarters and a basketball court with field hockey goals).

2. Demonstrate refined competencies in individual/dual sports developed at the elementary and junior high/middle school level and demonstrate proficiency in the fundamental offensive, defensive and strategy skills of at least two additional sports. The following are examples of expected key skills:

a. In archery, perform bracing and unbracing of a bow correctly using both the step-through method and the push-pull method using the heel of the hand and instep of the foot.

b. Execute functional archery skills as characterized by (1) addressing the target by assuming a stance that straddles the shooting line, feet shoulder width apart, weight evenly distributed, front of the body at right angle to the target, back straight, shoulders level and head erect then turning head to face target at eyes level, (2) gripping bow at center with arrow rest near thumb side—providing the major holding force with the palm and thumb, the fingers merely stabilizing and retaining the bow at release of the arrow, (3) nocking arrow by facing bow downward at side then placing arrow on arrow rest and into the nock at the nocking point with the cock at right angle to string, (4) drawing the bow by simultaneously pushing with the bow arm and pulling with the string arm while maintaining the bow arm, hand, wrist and elbow in a direct line and keeping forearm of draw arm in direct line with the arrow using the middle three fingers on the bow string, (5) anchoring the arrow consistently at the same facial part (corner of mouth, nose, etc.) then pausing distinctly prior to release, (6) identifying a "point of aim" marker while sighting with eye on draw-arm side or using bowsight method to sight aim and (7) releasing the arrow with a loosening/relaxing of the fingers with the drawing hand and fingers recoiling in the exact opposite direction from the arrow flight path.

c. Remove arrows properly from archery target (when fletching is free) by placing the back of one hand with the arrow between the index and second finger, grasping arrow shaft with other hand (close to target), pushing on target with back of hand while slowing pulling arrow directly back and when fletching is obstructed, pull the arrow completely through the target.

d. In tennis, demonstrate a functional forehand stroke by (1) starting from a ready position with feet shoulder-width apart, knees bent, weight on balls of feet and racquet in front of body with throat resting on free hand, (2) gripping racquet with forehand grip, i.e., hand shake grip with V of thumb and forefinger slightly to the side of racquet top place, (3) moving into position nearly perpendicular to the net and with head turned toward opponent and eyes on approaching ball bring racquet straight back past body, waist high with shoulder horizontal extension and slight trunk rotation with elbow extended and wrist locked and weight on rear foot, (4) stroking ball by moving body of racquet toward ball, shifting weight to front foot, rotating trunk and horizontally flexing the shoulder while maintaining the elbow extended and wrist locked as contact is made with the ball in front of and to side of body and (5) following through by taking weight on front foot and rotating body as arm swings through.

e. Execute a functional tennis backhand stroke by (1) starting from ready position which is the same as forehand, (2) moving into position nearly perpendicular to the net with racquet side toward the net with head turned toward oppinent and eyes focusing on the ball, then shifting grip on racquet one-quarter turn so that index knuckle and palm of hand are on the top plate and the thumb placed diagonally on the back place, shifting weight to rear foot and bringing racquet across body above waist with slight rotation of the trunk and horizontal flexion/inward rotation of the shoulder with elbow extended and wrist locked, (3) swinging forward toward ball with shift of weight to front foot, trunk rotation and shoulder horizontal extension/outward rotation, elbow fully extended and wrist locked as ball is contacted approximately one foot in front of the forward foot and (4) continuing to follow through facing the net.

f. Perform a functional tennis serve by (1) gripping racquet with handshake grip with racquet face perpendicular to the ground, (2) positioning body almost perpendicular to the net with weight evenly distributed on both feet, (3) moving (tossing) ball up with a pushing motion resulting from flexion of the shoulder and extension of the elbow with the ball going higher than full extension of the arm with racquet (but not more than two feet above that height), (4) executing back swing by rotating trunk and extending back and taking majority of weight on rear leg while keeping head up and eyes on the ball, (5) swinging racquet up and overhead by circumducting shoulder, extending elbow and flexing wrist in conjunction with trunk rotation and transfer of weight to front foot, and striking the ball at the top of the swing and (6) following through the pendular motion of the racquet arm while taking weight first on front foot then shifting to racquet-side foot.

g. In a tennis singles game situation, maintain a functional skill performance level for serving, forehand and backhand strokes while attempting to volley away from opponent's position.

h. In tennis doubles play, work with partner in covering court and maintain a functional level of serve, forehand and backhand strokes.

3. Know the definitions of sports terms, scoring, rules of play, skill techniques, safety principles and basic defensive and offensive strategies for the sports covered in the instructional program. The following are examples of expected key skills:

   a. Analyze the movement in a tennis serve and describe the appropriate corrections to be made where needed.

   b. Describe orally and/or in writing, safety procedures and safety equipment available for use in archery and the purpose of each type of safety equipment.

Suggested Publications

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) Publications, 1900 Association Drive, Reston, Virginia 22091 (write for brochure):

Aesthetics and Dance. 1980.
Basic Stuff Series (9 publications). 1981.
Careers in Physical Education and Sports. 1984.
Children's Dance. 1981.
Curriculum Design: Purposes and Processes in Physical Education Teaching Learning. Waldorf, MD: American Alliance Publications, 1977.
Dance as Education. 1977.
Focus on Dance IX—Dance for the Handicapped. 1980.
Get a Wiggle On. 1978.
Guidelines for Children's Sports. 1979.
Health Related Physical Fitness Technical Manual. 1979.
Health Related Physical Fitness Test Manual. 1984.
Intramural Ideas. 1978.
Journal of Physical Education, Recreation & Dance. Waldorf, MD: American Alliance Publications (monthly, except June and July).
Motor Fitness Testing Manual for the Moderately Mentally Retarded. 1975.
Move It!!! 1978
Movement Activities for Places and Spaces. 1982.
Movement Education for Preschool Children. 1980.
Nutrition for Sport Success. 1984.
Physical Education and Recreation for the Visually Impaired. 1982.
Physical Education and Sport for the Secondary School Student. 1983.
They Have to Be Carefully Taught. 1981.
Planning Facilities for Athletics, Physical Education, and Recreation. 1984.
Research Quarterly for Exercise and Sport.
Special Fitness Test Manual for Mildly Retarded Persons. 1976.
Weaving Career Education into Physical Education and Sports: A Handbook. 1980.
Youth Fitness Test Manual. 1976.
Youth Sports Guide for Coaches and Parents. 1980.

Annarino, Anthony, et al. *Curriculum Theory and Design in Physical Education*, 2nd ed. St. Louis: C. V. Mosby Co., 1980.

Arnheim, Daniel D. and William S. Sinclair. *The Clumsy Child*. St. Louis: C. V. Mosby Co., 1979.

Barrow, H. M. and Walter Dick. *A Practical Approach to Measurement in Physical Education*. Philadelphia: Lea & Febiger, 1979.

Baumgartner, T. A. and A. S. Jackson. *Measurement for Evaluation in Physical Education*, 2nd ed. Boston: Houghton Mifflin Co., 1981.

Bonanno, Diane and Neil J. Daugherty. *Contemporary Approaches to the Teaching of Physical Education*. Minneapolis: Burgess Co., 1979.

Cooper, Kenneth L. *The Aerobics Program for Total Well-Being*.

Corbin, Charles B. and Ruth Lindsey. *Fitness for Life*. Glenview, IL: Scott Foresman and Company, 1985.

Cratty, Bryant. *Learning About Human Behavior Through Active Games*. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1975.

Dauer, Victor P. and Robert Pangrazi. *Dynamic Physical Education for Elementary School Children*. 6th ed., Minneapolis: Burgess Publishing, 1979.

Fowler, John S. *Movement Education*. Philadelphia: Saunders College Publishing, 1981.

Fox, Edward and Donald Matthews. *The Physiological Basis of Physical Education*, 3d ed. Philadelphia: Saunders College Publishing, 1981.

Gallagher, Jeanette McCarthy and D. Kim Reid. *The Learning Theory of Piaget and Inhelder*. Monterey, CA: Brooks/Cole Publishing Co., 1981.

Gallahue, David L., et al. *A Conceptual Approach to Moving and Learning*. New York: John Wiley and Sons, 1975.

Gallahue, David L., et al. *Understanding Motor Development in Children*. New York: John Wiley and Sons, 1982.

Graham, George, et al. *Children Moving: A Reflective Approach to Teaching Physical Education*. Palo Alto, CA: Mayfield, 1980.

Hoffman, Hubert A., et al. *Meaningful Movement for Children—A Developmental Theme Approach to Physical Education*. Boston: Allyn and Bacon, 1981.

Humphrey, James and Joy Humphrey. *Help Your Child Learn the 3 Rs Through Active Play*. Springfield, IL: Charles C. Thomas, 1980.

Joyce, Mary. *First Steps in Teaching Creative Dance*. 2nd ed. Palo Alto, CA: Mayfield, 1980.

Kirchner, Glenn, et al. *Introduction to Movement Education*. 2d ed. Dubuque, IA: W. C. Brown, 1978.

Kirchner, Glenn. *Physical Education for Elementary School Children*. 6th ed. Dubuque, IA: W. C. Brown, 1985.

Logsdon, Bette, et al. *Physical Education for Children: A Focus on the Teaching Process*. 2d ed. Philadelphia: Lea and Febiger, 1984.

Martins, Rainer, ed. *Joy and Sadness in Children's Sports*. Champaign, IL: Human Kinetics, 1978.

Mosston, Muska. *Physical Education: Styles of Teaching*, 2d ed. Columbus, OH: Charles E. Merrill, 1981.

Murray, Ruth L. *Dance in Elementary Education*, 3d ed. New York: Harper Bros., 1975.

Nixon, John and Ann Jewett. *An Introduction to Physical Education*. Philadelphia: Saunders College Press, 1980.

Orlick, Terry. *Cooperative Sports and Games Books*. New York: Pantheon Books, 1982.

Pangrazi, Robert P. and Darst, Paul W. *Dynamic Physical Education* Curriculum and Instruction for Secondary School Students. Burgess Publishing Co., 70108 Ohms Lane, Minneapolis, MN 55435, 1985.

Polley, Maxine. *Dance Aerobics Two*. Mountain View, CA: Anderson World Books, 1984.

President's Council on Physical Fitness and Sports. *Physical Fitness/Sports Medicine*. Washington, DC: U. S. Govt. Printing Office (appears quarterly).

Riley, Marie, et al. *Children and Youth in Action: Physical Activities and Sports*. Washington, DC: U. S. Govt. Printing Office, 1980.

Roberton, Mary Ann and Lolas E. Halverson. *Developing Children. Their Changing Movement: A Guide for Teachers*. Philadelphia: Lea & Febiger, 1984.

Schurr, Evelyn L. *Movement Experiences for Children*. 3d ed. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980.

Seidel, B., et al. *Sports Skills: A Conceptual Approach to Meaningful Movement*. Dubuque, IA: Wm. C. Brown, 1980.

Siedentop, Daryl, et al. *Elementary Physical Education Methods*. Englewood Cliffs, NJ: Prentice-Hall, 1984.

State of Connecticut Board of Education. *A Guide to Curriculum Development in Physical Education*. Hartford: 1981.

Templin, Thomas J. and Janice K. Olson. *Teaching in Physical Education* (Big Ten Body of Knowledge Symposium Series, Vol. 14). Champaign, IL: Human Kinetics Publishers, 1983.

Tillman, Kenneth G. and Patricia Rizzo Toner. *What are We Doing in Gym Today? New Games and Activities for the Elementary Physical Education Class*. West Nyack, NY: Parker Publishing, 1983.

Tillman, Kenneth G. and Patricia Rizzo Toner. *You'll Never Guess What We Did in Gym Today: New Physical Education Games and Activities*. West Nyack, NY: Parker Publishing, 1984.

Vodola, Thomas M. *Motor Disabilities and Limitations*. New Jersey, Township of Ocean School District: 1978.

Werner, Peter H. *A Movement Approach to Games for Children*. St. Louis: C. V. Mosby Company, 1979.

Werner, Peter H. and E. C. Burton. *Learning Through Movement*. St. Louis: C. V. Mosby Company, 1979.

Wickstrom, Ralph L. *Fundamental Motor Patterns*. 3d ed. Philadelphia: Lea & Febiger, 1983.

Wylie, R. *The Self Concept: A Critical Survey of Pertinent Research Literature*. Lincoln: University of Nebraska Press, 1974.

Zaichkowski, Leonard. *Growth and Development*. St. Louis: C. V. Mosby Co., 1980.

Missouri Colleges and Universities with Teacher Preparation Programs in Physical Education

University of Missouri-Columbia 65211
University of Missouri-Kansas City 64110
University of Missouri-St. Louis 63121
Central Missouri State University, Warrensburg 64093
Northeast Missouri State University, Kirksville 63501
Northwest Missouri State University, Maryville 64468
Missouri Western State College, St. Joseph 64507
Missouri Southern State College, Joplin 64801
Southwest Missouri State University, Springfield 65804
Southeast Missouri State University, Cape Girardeau 63701

Missouri Valley College, Marshall 65340
Central Methodist College, Fayette 65248
Culver Stockton College, Canton 63435
Drury College, Springfield 65802
Evangel College, Springfield 65804
Harris-Stowe State College, St. Louis 63103
Lincoln University, Jefferson City 65101
Missouri Baptist College, St. Louis 63141
Rockhurst College, Kansas City 64110
School of the Ozarks, Point Lookout 65726
Southwest Baptist College, Bolivar 65613
Tarkio College, Tarkio 64491
William Jewell College, Liberty 64068
Woods/Westminster College, Fulton 65251

Suggested Resources

American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.

American College of Sports Medicine, P.O. Box 1440, 401 W. Michigan Street, Indianapolis, IN 56206-1440.

American Heart Association-Missouri Affiliate, P.O. Box Q, 105 East Ash Street, Columbia, MO 65205.

American Medical Association, 535 North Dearborn Street, Chicago, IL 60610.

Campbell's Institute for Health and Fitness, Campbell Soup Company, Campbell Place, Camden, NJ 08101.

Dairy Council of Greater St. Louis, 8710 Manchester Road, St. Louis, MO 63144.

Fitting In Program, American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22090.

Fitnessgram Program, Institute for Aerobics Research, 12200 Preston Road, Dallas, TX 75230.

Governor's Council on Physical Fitness and Health, Office of Administration, Truman State Office Building, Room 760, P.O. Box 809, Jefferson City, MO 65102. (314) 751-0915.

Missouri Facilitator Center, 310 N. Providence Road, Columbia, MO 65201. Jolene Schulz, Director. (800) 392-0549.

Missouri State High School Activities Association, 1808 I-70 Drive S.W., P.O. Box 1328, Columbia, MO 65205. Jack Miles, Executive Secretary. (314) 445-4443.

Missouri Department of Conservation, Outdoor Skills Section, P.O. Box 180, Jefferson City, MO 65102. (314) 751-4115.

Missouri State Medical Association, 113 Madison, Jefferson City, MO 65101. Royal A. Cooper, Executive Vice President.

Missouri Department of Elementary and Secondary Education, Jefferson State Office Building, P.O. Box 480, Jefferson City, MO 65102. Dr. Robert M. Taylor, Director of Health Education, (314) 751-6762.

Missouri Association for Health, Physical Education, Recreation and Dance, Dr. Kathy Kinderfather, Executive Secretary, Harris-Stowe State College, 3026 Laclede Avenue, St. Louis, MO 63103. (314) 533-3366.

Missouri Association of Osteopathic Physicians and Surgeons, 1423 Randy Lane, Jefferson City, MO 65101. Bonnie Bowles, Executive Secretary.

National Dairy Council, Rosemont, IL 60018.

National Diffusion Network, United States Department of Education, 1200 19th Street, NW, Room 714-F, Washington, DC 20036.

National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195.

President's Council on Physical Fitness and Sports, Washington, DC 20001.

Society of State Directors of Health, Physical Education and Recreation, c/o Si McNeely, 9805 Hillridge Road, Kensington, MD 20790.

Surgeon General of the United States, U. S. Department of Health, Education and Welfare, Public Health Service, Office of the Assistant Secretary for Health and Surgeon General, Washington, DC 20402.

Missouri Physical Education Program Assessment

E - Excellent: Demonstrates highest standards of program design and implementation.
A - Acceptable: Meets or is above minimal standards.
NI - Needs Improvement: Below minimal standards and clearly needs to be improved.

Assessment Statement	E	A	NI	Criteria
1. Students meet Missouri Physical Education Guidelines Key Skills statements for each grade level.	____	____	____	**E**-85% of students meet statements at every grade level. **A**-60% of students meet statements at every grade level. **NI**-Fewer than 60% of students meet statements at any grade level.
2. Students demonstrate acceptable levels of physical fitness.	____	____	____	**E**-75% of students have an average percentile rank of 50 or higher in all items of the AAHPERD Health Related Fitness Test. **A**-60% of students have an average percentile rank of 50 or higher in all items of the AAHPERD Health Related Fitness Test. **NI**-Fewer than 50% of students have an average percentile rank of 50 or higher in all items of the AAHPERD Health Related Fitness Test.
3. There is a written statement describing the philosophy of the program and the purpose of the program.	____	____	____	**E**-statement is in agreement with current thinking and has been written or revised in the past three years; **A**-statement is available but hasn't been revised in past three years; **NI**-no statement is available or hasn't been revised in past seven years.
4. There are written competency and key skills statements that are consistent with Missouri guidelines for each program area.	____	____	____	**E**-all statements are consistent with Missouri guidelines; **A**-statements are written but all are not consistent with Missouri guidelines; **NI**-written statements are not available for all activities.
5. A curriculum guide in physical education is available.	____	____	____	**E**-curriculum guide includes scopes and sequence of activities and has been revised in past three years; **A**-curriculum guide includes scope and sequence of activities but hasn't been revised in past three years; **NI**-no guide is available or current guide hasn't been revised in past seven years.
6. There are written statements describing the policies and procedures used in the program.	____	____	____	**E**-all policies are written and have school board approval; **A**-Most policies and procedures are written and have school board approval; **NI**-no policies and procedures or few policies and procedures are written and have school board approval.

Missouri Physical Education Program Assessment

Assessment Statement	E	A	NI	Criteria
7. The professional preparation of each staff member meets requirements in physical education.	____	____	____	**E**-preparation of each staff member exceeds state certification requirements; **A**-all staff members meet state certification requirements; **NI**-not all staff members meet state certification requirements.
8. The size of the class is conducive to a good teaching-learning environment.	____	____	____	**E**-all classes are 30 or less; **A**-most classes are 35 or less; **NI**-one or more classes over 40.
9. Students are performing at their developmental level.	____	____	____	**E**-all students are performing at their developmental level; **A**-most students are performing at their developmental level; **NI**-none or few students are performing at their developmental level.
10. An adequate amount of time is provided for the physical education program.	____	____	____	Elementary **E**-classes meet for at least 30 minutes per day five days a week; **A**-classes meet for less than 30 minutes a day five days a week; **NI**-classes meet less than five days a week.
	____	____	____	Junior High **E**-classes meet for one regular period five times a week; **A**-classes meet less than a regular period five days a week; **NI**-classes meet less than five days a week.
	____	____	____	Senior High **E**-classes meet 50 minutes daily five times a week; **A**-classes meet 50 minutes daily at least three times a week; **NI**-classes meet less than three times a week.
11. Facilities are available to accommodate optimum-sized classes in outdoor and indoor activities.	____	____	____	**E**-separate, sufficient sized facilities are available to accommodate a wide range of indoor and outdoor activities; **A**-indoor and outdoor facilities are adequate; **NI**-indoor and outdoor facilities are lacking in availability and size.
12. An adequate amount of equipment is available for use by the students.	____	____	____	**E**-a wide variety of equipment is available in quantities to supply all students; **A**-a wide variety of equipment is available but not in quantities to supply all students; **NI**-equipment is not available for all activities or in quantities too small to supply all students.

Missouri Physical Education Program Assessment

Assessment Statement	E	A	NI	Criteria
13. An annual budget is sufficient for a quality program.	____	____	____	**E**-budget allows for needed purchases and replacements; **A**-budget allows for some purchases and replacements; **NI**-budget is too small for necessary purchases and replacements.
14. Close attention is paid to safety of each child in all activities.	____	____	____	**E**-students are supervised closely in all activities, equipment and facilities are inspected before each use, and a well planned accident reporting system is in place; **A**-supervision is adequate and equipment and facilities are inspected regularly; **NI**-supervision is inadequate and equipment and facilities are rarely inspected.
15. Regular assessments are made of the students and of the program.	____	____	____	**E**-assessments are regular and include screening and referral procedures for psychomotor, cognitive and affective evaluation areas; **A**-assessments are regular and includes most types of evaluation; **NI**-assessments are infrequent.
16. Health Related Fitness Assessments are made of students.	____	____	____	**E**-AAHPERD Health Related Fitness Test is administered to all students twice each year; **A**-a health related fitness test is administered to students each year; **NI**-a health related fitness test is not administered to all students each year.
17. The instructional program is based on characteristics, needs and interests of students at their particular developmental level.	____	____	____	**E**-recognized developmental guidelines are considered in the selections of all activities; **A**-most activities are selected on the basis of developmental guidelines; **NI**-developmental guidelines are not considered in the selection of activities.
18. There is a wide variety of activities in the program designed to meet all course objectives and the individual needs of students.	____	____	____	**E**-the number and variety of activities offered are sufficient to meet all general objectives; **A**-the number and variety of activities offered meets most general objectives; **NI**-the number of activities offered is small and few general objectives are met.
19. Activities are appropriately sequenced to provide optimal progression activities.	____	____	____	**E**-written activity progressions are used, students progress is properly recorded and a report to the student and his/her parents is made on a regular basis; **A**-activity progressions are followed in most cases; **NI**-little or no attention is paid to the sequencing of activity and recording of student progress. Reports to students and parents are seldom made.

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Assessment Statement	E	A	NI	Criteria
20. Emphasis is placed on cognitive and affective development as well as on psychomotor development.	____	____	____	**E**-cognitive and affective learning experiences are incorporated systematically in most lessons; **A**-cognitive and affective learning experiences are incorporated systematically in some lessons; **NI**-cognitive and affective learning experiences are not considered in the program.
21. Opportunities are provided for physical activity participation in addition to the regular physical education class periods.	____	____	____	**E**-after or before school time is provided on a regular basis for those who desire extra participation; **A**-after or before school time is provided occasionally for those who desire extra participation; **NI**-very little or no after or before school time is provided for those who desire extra participation.
22. Learning materials (in addition to activity equipment) are available for use by students in the instructional program.	____	____	____	**E**-a broad range of resources (books, films, video, computer programs, etc.) are available; **A**-some resources are available; **NI**-few resources are available.
23. The program is interpreted and reported regularly.	____	____	____	**E**-information regarding the program is regularly provided to individual students, parents, school personnel, school board members, the media and others in the community; **A**-information regarding the program is provided to school personnel and the community; **NI**-no attempts are made to provide information regarding the program to students, school personnel and the community.
24. A planned testing program is in place and cumulative data on individual students is kept and utilized.	____	____	____	**E**-an extensive record and reporting system on the progress of each student by objective is maintained for each grade level; **A**-some records are kept on basic skills and knowledge objectives; **NI**-few records are kept and those that are do not follow the student.
25. Support services are provided for the program.	____	____	____	**E**-all maintenance, health services, etc. are provided for regularly; **A**-maintenance and health services are adequate; **NI**-Support services are lacking.